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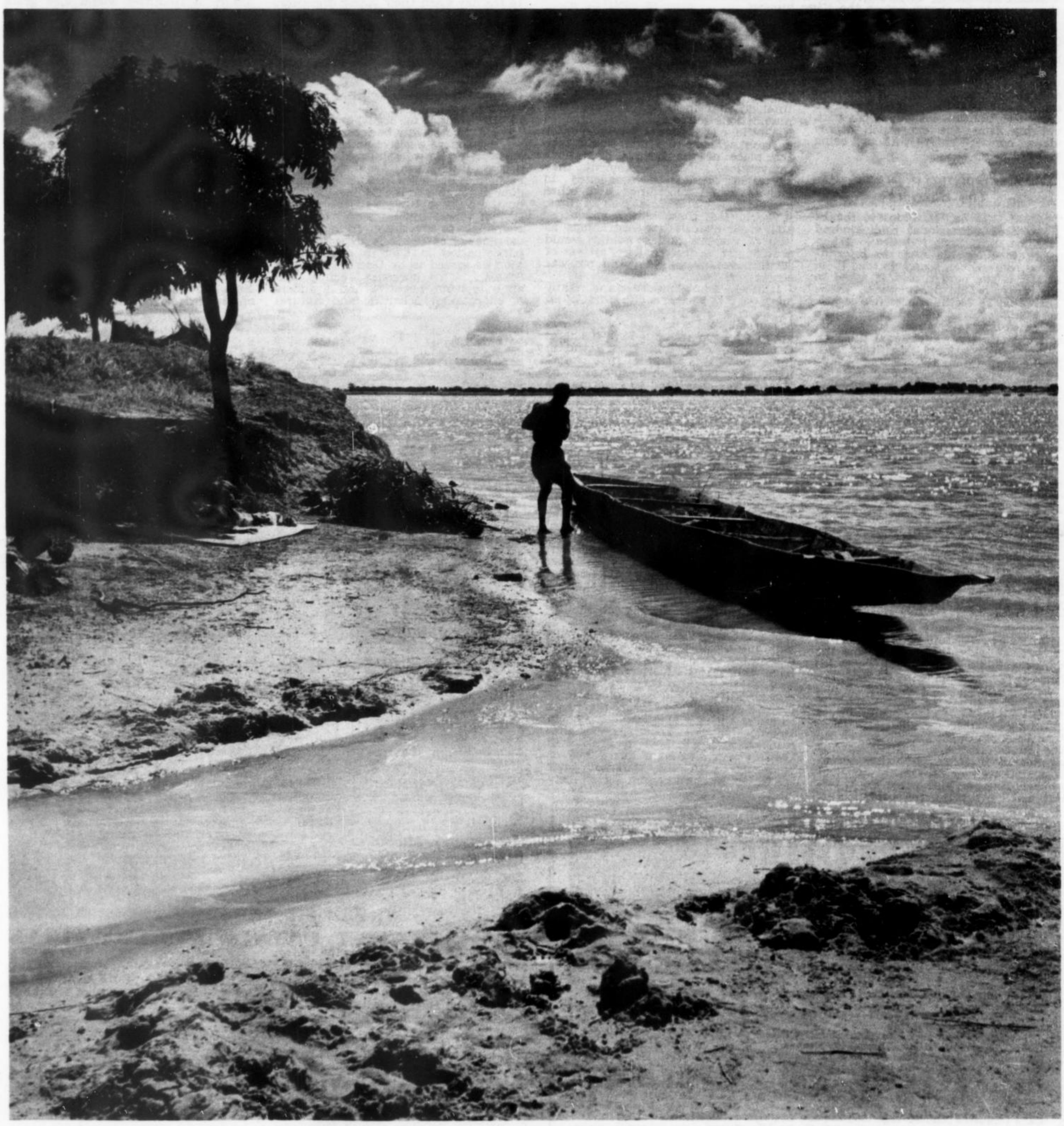
APR 11 '50

VOLUME III — N°. 2 PRICE : 10 Cents (U. S.), 6 Pence (U. K.), or 20 Francs (FRANCE). 1st MARCH 1950

Courier

PUBLICATION OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

UNESCO



"Within the four seas..."

On the Grand Banks of Newfoundland... along the shores of Baja California, Kamchatka, Cape Cod, Hokkaido, Vancouver, Peru... in the Chatham Islands, the Marshalls, Aleutians, Iceland, Marseilles, Aran... here is a picture that tells its own story.

Wherever seas and rivers touch the land, and men embark in the early morning to win their livelihood and sustenance from the water, there is a common bond. Man fights to earn his living and to feed his family, but it is not a fight against nature nor can it be a fight against his fellow man. It is a common struggle to learn more and ever more of nature's secrets, a struggle in which world-wide understanding and co-operation can raise human life to richer and nobler levels. This picture, helping to tell that story, has come from the shore of the Niger River to the Bank of the Seine in Paris, where school-children can see for themselves, as Confucius saw, that... "Within the Four Seas, All Men Are Brothers".

(FOR A PICTURE STORY OF A NEW AND BOLD WAY TO TEACH GEOGRAPHY AND INTERNATIONAL UNDERSTANDING, SEE PAGE 5.)

...All men are brothers"

UNESCO HELPS EDUCATIONAL FILMS OVER FRONTIER BARRIERS

ONE summer afternoon 20 years ago Jean Painlevé, son of the late French Premier and already famous as a producer of scientific films, hurriedly entrained at the Gare du Nord in Paris for Brussels. His only luggage was a large case of his films, which King Albert and Queen Elisabeth of the Belgians had invited him to show at a palace reception that evening.

When the train reached the border a few hours later, M. Painlevé discovered that he had left his passport behind. But he was able to show Belgian customs officials his identity card and the invitation from King Albert. The officials were satisfied — certainly he could pass through. But the films — that, unfortunately, was another matter. He'd have to pay a heavy duty on each one of them, since the Belgian tariff made no distinction between educational, scientific or cultural films and purely commercial ones; not even if they were to be shown before the King himself.

M. Painlevé protested, but the officials were adamant. So he went on to Brussels, and his films stayed at the border.

"It's a crazy situation, Your Majesties", he told the disappointed King and Queen that evening. "A film man such as myself has been allowed to cross the frontier without a passport, but my films, the expression of my ideas, cannot enter without being taxed.

Campaign To Break The Barriers

FROM that day M. Painlevé fought to free educational and kindred films from import duties. When asked to show his films to international conferences, he would take them as far as the border, and, if asked to pay duty, would leave them there. Travelling on to the conference centre, he would explain his problem to the delegates and ask them to aid his campaign to free educational films.

The International Institute for Intellectual Co-operation was meanwhile making a survey of educational film problems through its technical agency, the International Institute for Educational Films, in Rome. It found that, in general, films of high educational but doubtful commercial value were liable to the same duties as "entertainment" films likely to show a profit. One effect of this obstacle to the international exchange of educational films was to discourage producers from making such films.

The work of the international agencies resulted in the drafting by the League of Nations in October, 1933 of the "Convention to Facilitate the International Circulation of Educational Films", under which countries would exempt imported educational films from customs duties and grant them the same tax privileges as might be enjoyed by locally produced films. The Rome Institute was authorized to act as executive agency for the agreement and to issue certificates for films it approved as being educational.

By December, 1937, 24 nations had signed or ratified the agreement and educational films were beginning to move more freely. Then, Mussolini took Italy out of the League and closed the Rome Institute. To keep the agreement in force, the other signatory nations met at Geneva in September, 1938 and authorized the International Institute for Intellectual Co-operation to carry on as executive agency, but with the outbreak of World War II, the agreement fell into abeyance.

In June, 1946, six months before Unesco came into operation, an international meeting of mass communications experts recommended that the new agency should sponsor a fresh agreement which would take the place of the League of Nations Convention. This agreement they suggested should be broadened to include sound recordings and other audio-visual materials as well as films; it would free these aids from quotas and other quantitative restrictions as well as customs duties; and it would provide for a decentralized system of certification in place of the pre-war centralized one.

It took many months and many meetings of experts to draft an agreement likely to be generally acceptable, but the text was finally approved by the Unesco General Conference when it met at Beirut in November, 1948. This first international agreement to be sponsored by Unesco was circulated to governments early in 1949 and was opened for signature last July.

Nations Support New Pact

WITHIN six months, 16 nations had signed it, and the first to ratify it recently was Norway. Several other governments are also preparing ratification, and it is expected that the total of ten needed to put the agreement into force will be obtained in the near future.

The agreement will remove customs duties, quotas, licences and other obstacles to the exchange, not only of educational, scientific or cultural films, but also of film strips, microfilms, sound recordings, glass slides, models, wall charts, maps and posters, to name the more important items. It will mean that school children in devastated Greece, for example, will have the latest American maps and wall charts sent to them quickly and cheaply; that villagers in the Philippine mountains will learn, through films, of the life of other villagers in Ecuador or the Lebanon; or that teachers and scientists in Brazil will keep in touch through microfilms or recordings, with the work of their colleagues in Norway and the Netherlands.

Educational, scientific and cultural groups regard the agreement as a valuable aid for the removal of the many existing barriers to the free exchange of ideas. Almost every week Unesco receives complaints from educationists and scientists who have been prevented from obtaining films for their studies and conferences through high import costs and quota restrictions. Meanwhile veteran producers like Jean Painlevé look forward to the day when their young successors will have real encouragement to produce films of value, films which will be able to circulate internationally without being taxed, delayed or otherwise obstructed.

Film Coupon Scheme Planned

THE ending of legal barriers will almost certainly be accompanied by even more positive action to make such material available to those whose access to it has been barred by economic obstacles. This would be done through a "Film Coupon" scheme, on the lines of Unesco's Book Coupon system which enables "soft" currency countries to purchase from "hard" currency areas. It is expected that participation in such a scheme will soon be agreed to by Unesco's Member States. This currency facility will apply to prints, negatives and lavenders of educational, scientific and cultural films, as well as to 16 mm. raw stock for printing such films.

Unesco is meanwhile sponsoring a second international agreement which would grant duty-free entry to a wide range of educational, scientific and cultural materials. They would include books, newspapers, periodicals, travel literature, museum materials, paintings and sculpture, as well as scientific equipment and audio-visual items for educational institutions. Under it, countries would also grant licences and foreign exchange for the import of United Nations and government publications, as well as for publications consigned to public libraries and other institutions.

The Unesco General Conference decided last October to circulate the text of this agreement to Member States of Unesco and of the United Nations. On the basis of their comments, a revised text will be prepared for submission to Unesco's General Conference at Florence next May.

The problem of books is perhaps even more urgent than that of films. Before the war, scarcely any country taxed imported books; today over 50 countries impose customs duties, licence systems, postal taxes or other restrictions on their international circulation. It is evident that a forgotten lesson must be learned again - that knowledge is a thing no country can afford to hamper, limit or tax.

Besides the many agreeable memories Unesco's Secretariat has of its first Director-General, Dr. Julian Huxley (left, above), the Organisation now has a tangible souvenir in the form of a bust executed by the sculptor Jo Davidson (right, above), who claims it is "more like Huxley than Huxley himself".

The presentation to Unesco at an informal ceremony in Unesco House last January was an occasion to recall what the Organization owes to Dr. Huxley.

Appointed Secretary-General to the Preparatory Commission at the beginning of 1946, Dr. Huxley was faced with the task of preparing a workable programme for Unesco out of the suggestions, ideas and pet schemes of experts in education, science and culture. Whilst preparing a detailed budget and endeavouring to recruit an international secretariat, he also had to try and ensure a certain amount of effective first-aid in the immediate and highest-priority task of Educational reconstruction.

All this he did with an untiring energy, never-failing imagination and a sense of humour which won for him the affection and respect of members of his staff, of the Executive Board, and delegates to the General Conference.

Paying tribute to Dr. Huxley's work, M. Torres Bodet, present Director-general, said that only future generations would be able to appreciate adequately Dr. Huxley's contribution to the success of Unesco.

Courier
UNESCO

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Uruguay : Centro de Cooperación Cientifica para la América Latina, Unesco, Bulevar Artigas, 1320-24, Montevideo.

SOME RECENT UNESCO PUBLICATIONS

GREAT ANNIVERSARIES SERIES :

PUSHKIN (1799-1837), by Wladimir Weidlé. Translated by David Scott. pp. 38. Short biography published on the occasion of the 150th anniversary of Pushkin's birth. Chief biographical dates.
Price: $ 0.10, 6d, 20 Frs.

FREDERIC CHOPIN (1810-1849), by Roland Manuel. pp. 19.
A short biography of Chopin with a bibliography.
Price: $ 0.10, 6d, 20 Frs.

GOETHE (1749-1832), by Wladimir Weidlé. pp. 37.
A short biography of Goethe with principal data and a bibliography.
Price: $ 0.10, 6d, 20 Frs.

JOAQUIM NABUCO (1849-1910), by Victor Tapié. pp. 39. Translated by Jacob Bean.
A biography of Joaquim Nabuco and a history of the movement for the abolition of slavery in Brazil.
Price: $ 0.10, 6d, 20 Frs.

A HANDBOOK FOR THE IMPROVEMENT OF TEXTBOOKS AND TEACHING MATERIALS AS AIDS TO INTERNATIONAL UNDERSTANDING. pp. 172.
History of the efforts to improve textbooks by the League of Nations; the programme of Unesco in this field; recommendations for action.
Price: $ 0.45, 2/6, 125 Frs.

STUDY ABROAD,
International Handbook of Fellowships, Scholarships and Educational Exchange, **Vol. II, 1949, pp. 364.** (155 mm. × 305 mm.).
Detailed information on opportunities available in 1949-1950.
Price: $ 1.25, 6/-, 350 Frs.

CHILDREN'S COMMUNITIES, by Elizabeth Rotten, Numerous illustrations pp. 32.
Description of the problem of child war victims and its solution through the construction of Children's Communities; evaluation of the results thus far obtained; list of Children's Communities.
Price: $ 0.20, 1/-, 50 Frs.

WAR HANDICAPPED CHILDREN, by Dr. Thérèse Brosse. (Problems of Education, **Vol I**).
A study of the situation of war handicapped children in Europe; an examination of the social problems and a description of the general educational solutions. (In print).
Price : $ 0.50, 3/-, 150 Frs.

WHERE MEN GROUP THEMSELVES IN CO-OPERATIVE ORGANIZATIONS.

ECONOMICS and EDUCATION GO HAND-IN-HAND

ONE among every dozen persons in the world is to-day being helped to attain a better life through shared learning in co-operative organizations. In India alone there are some 175,000 co-operatives, with a membership of well over 10,000,000, getting the elements of fundamental education as part of various forms of economic community. On all five continents, from central Australia to Zululand, from Germany and Gary, Indiana, to Papua and the Gold Coast, vast numbers of men and women are living out the intimate connection between "Co-operatives and Fundamental Education".

This is the title of a booklet prepared for Unesco by Maurice Colombain, for many years head of the division of co-operation of the International Labour Office. It is the second of a series, Monographs on Fundamental Education, published by Unesco, each dealing with a single topic or problem in the field of fundamental education. The first, published in 1949, described the field and what Unesco is doing in it to create a common ground of human advancement for all peoples, especially those less favoured by historical and other circumstances.

Co-operative organization was chosen as the subject of the second booklet because of its unusually wide application. **In the century since co-operatives were first founded, at places such as the Westerwald in the German Rhineland, they have grown to number hundreds of thousands in all parts of the world; and they have become for their members - in 1939 more than 143,000,000, and now much greater - an opportunity for the living experience of active education.**

Struggle Against Ignorance and Inertia

THE Co-operative Society is formed to serve man's economic needs. The problem of earning a living is common to all men and the message of the co-operative movement is that

men, by grouping themselves in a society, produce and sell more efficiently. Thus, when a co-operative movement is formed the members are striving to improve their economic conditions. This has a two-fold educational effect. First, working together in a group is itself a most valuable form of adult education and second, a rising standard of living means that better educational facilities can be provided for the rising generation.

"The co-operative movement", Mr Colombain points out, "can be regarded as a firm ally in the struggle against ignorance and inertia. The earliest acts of co-operators have always and everywhere been to procure for themselves and for their children the means of education. Experience has shown that among backward populations, co-operatives simply through their working, and independently of their economic results, have contributed to the intellectual, moral and civic training of their members. To work, purchase, sell and create together is to think together, and to think together is to form communicable ideas, that is to say rational ideas".

In French West Africa and in the French Cameroons, for example, school co-operatives are training children in handicrafts. Among the 3,000,000 Gonds, a tribe living primitively in the jungles of the Central Provinces of India, a co-operative called the Gond Sewak Sangh works with the government to set up primary schools where children are taught crafts and trades; to win over the consent of the adults - a primary element in fundamental education - the ancient Karma songs and Shails dances are used as part of the methods of group persuasion.

Keeping Community Spirit Alive

"CO-OPERATIVES and Fundamental Education" describes how, in underdeveloped regions and communities, the educational methods of the co-operatives help establish new social tissues to replace old, dying ones, and provide new bases in better living for the community spirit kept alive by ancient traditions. Many of the old groupings are used in the creation of new ones : the Timezgida of the Berbers, the Hoh-Hui of China, the Chittis of India, the secret societies of Equatorial Africa, and the organizations of the Bracciahti based on co-operation, not only with of Italy to nome only a few.

The second of Unesco's monographs on fundamental education is itself based on co-operation, not only with the International Labour Office (ILO), but also with many experts who showed the value of close collaboration in the associated fields of fundamental education and forms of economic co-operation. Some 45 reports went into the preparation of the booklet to make it a reference work on experiments throughout the world for the benefit of specialists and field workers in fundamental education.

While the co-operatives are an economic movement that uses education as an instrument, they are at the same time an educational movement that stresses the economic bases of learning, especially among primitive peoples. **"The main aim is not to make money but to make men", said Father Bernhard Huss who was largely responsible for developing credit co-operatives among the Bantus of South Africa. "Co-operation", said C.F. Strickland, "is adult education in the business of life".** These views are supported by countless examples in the text of the new Unesco booklet.

Education Defeated Sugar Crisis

ON the Ivory Coast, Africans have bettered their lives by learning how to use modern methods of preparing palm oil. In Kenya, education taught that cattle breeding could serve a better purpose than the traditional display of wealth. On the island of Mauritius, education defeated a sugar crisis by spreading knowledge of mixed farming. In India and

Indonesia it taught the advantages of new crop composts and chemical fertilizers, in the Punjab and Bengal of land reform and irrigation.

The nature of the co-operative movement promotes all forms of education. This, the Unesco booklet makes clear by describing examples among the manifold varieties of credit, producing, buying, selling, health and hygiene co-operatives now functioning. The decision to establish a co-operative society or to join one, and the co-operation which is necessary for its running, require knowledge and a suitable standard of intellectual and moral qualities.

Dr. Spencer Hatch, a veteran adult education leader, is quoted as summing up the problem of fundamental education in backward areas in the formula: spiritual, mental, physical, social and economic poverty form a single whole which must be attacked from all sides at once.

In advanced areas, the great task of the co-operatives in the field of education is the teaching of leaders and teachers. The extraordinary work being done to this end is shown through descriptions of activities of such institutions as the Extension Department of Social Education at Laval University, Quebec; the educa-

Union of Great Britain; the Bombay Provincial Co-operative Institute in India, and many others. Moreover, in at least twenty-six countries, for the most part in Europe and the Americas, there are school co-operatives whose purposes are directly educational and cultural.

Self-help in World's Backward Areas

BUT it is in the backward areas that the effects of the co-operative movement are closest to the primary goal of fundamental education department of the Co-operative

tion: to help people to help themselves. **The booklet describes how the peasant co-operatives of the African Gold Coast, Nigeria, Tanganyika become practical professional schools for small farmers; how improved living, working and thinking grow out of the co-operative schooling among the scores of millions of members of co-operatives in India, Ceylon, China, the Federated Malay States, Australia and the South Sea Islands.**

Changing Faulty Living Habits

IN such regions men are not only freed from userers and profiteers but from themselves and their own bad habits - from faulty habits of living, lack of hygiene, inefficient methods of farming, competitive extravagance of ceremonial expenditures. Instead of squandering wealth on firework displays, elaborate festivals and tribal rituals, primitive peoples learn orderliness, foresight, punctuality, and a strict respect for engagements entered into. They send their children to schools, vaccinate them, improve the general health by sanitation and hygiène.

"By placing them without distinction of class or sex within a simple framework of self-government in which they become familiar with democratic procedures", the booklet says, this process "trains them in their civic duties, reconstitutes a new social fabric which prolongs or replaces earlier forms of collective life gradually dying out, and without destroying what is original and fruitful in their national cultures, tends to establish a natural and free communication between their cultures and the modern world".

The textbooks for adults displayed at Unesco's Exhibition in Paris had a special interest for M. Torres Bodet, Unesco's Director-General (left). Through the intensive campaigns against illiteracy which as Mexico's Minister of Education he initiated and developed from 1943 to 1946, more than 1.200.000 Mexicans learned to read and write.

★

'GUIDE BOOKS' TO A BETTER WAY OF LIFE

★

TEXTBOOKS in dozens of little known languages, through which Unesco is helping to bring to millions of people in Africa and Asia the knowledge which spells a better way of life, were on display in Paris and Brussels, last month.

The exhibition opened under the auspices of the French National Commission for Unesco at the Musée Pédagogique, in Paris, on February 2nd, and comprised textbooks already in use in Fundamental Education projects in Africa, Indo-China and Indonesia.

Some of these books, printed in esoteric languages, vernaculars or dialects, show the stages of progress already made in advancing illiterate people through reading and writing to courses in crafts, hygiene, agriculture, nutrition and vocational subjects. They are being displayed so as to stimulate the preparation of similar works for new Fundamental Education projects, part of Unesco's world-wide programme in aid of literacy and citizenship training.

Reflecting the areas of interest, activity and need in adult education, exhibits range from a crossword puzzle book for new literates to a « First Aid Illustrated », used by mine workers in Northern Rhodesia. Some of the literacy primers are printed in large, simple type, for where there are no schools, adults are often obliged to study in poorly lit homes. Other books are intended for town criers, for use in newspapers, by radio and in films.

The exhibition, in whose preparation, Unesco and its French, Belgian and British National Commissions were assisted by the Indonesian and Netherlands Governments was taken from Paris to Brussels where it stayed until the end of the month. It can be seen in Amsterdam from March 6th to 14th and in London beginning March 20th.

THREE MONTHS PROGRESS IN UNESCO'S WORLD TASK

THE Executive Board of Unesco was meeting as this issue of the Courier went to press, to examine the Organization's current activities and to consider work plans for the future as well as preparations for Unesco's next General Conference, due to open in Florence, Italy, on May 22nd. A full report on the decisions of the Board will be published in the next issue of the Courier.

In preparation for the General Conference, the Board planned to examine the texts of Unesco's basic programme, the methods for carrying this out and work plans for 1951 which are to be submitted to the Conference.

Before dealing with these questions, the Executive Board considered and adopted a report from M. Jaime Torres Bodet, Unesco's Director-General, on the Organization's work during the past three months. Highlights from this report are given below.

NOVEMBER 1949 - JANUARY 1950

Education

WOMEN In co-operation with Unesco's Education Department, delegates of 16 women's organizations discussed the problem of women's access to education, and called for action to bring present laws into line with the educational needs of modern woman.

ADULT EDUCATION An international catalogue was completed of organizations, teachers and specialists working in this field.

CHINA The experimental fundamental education centre at Pehpei continued to carry out its work. The Centre is producing interesting filmstrips in colour.

ASIA The needs of Burma and Thailand in Fundamental Education are being studied locally. At the same time work begun in Thailand and the Philippines last year will be followed up. These countries are asking Unesco for its help in training their own specialists.

MISSIONS On the request of Burma, Bolivia and India, Unesco is preparing to send missions to study their educational problems.

SEMINARS Two seminars are now being prepared for this summer, one in Canada on the teaching of geography, the other in Brussels on the improvement of textbooks.

Exchange of Persons

FELLOWSHIPS The fellowship programme for 1949 concluded with provision of eight grants financed and six administered by Unesco. Altogether Unesco financed 33 and administered 87 during the year. The creation of five new scholarships to be awarded in Asiatic countries by Unesco and the Netherlands Government was announced at the end of the year.

Volume II of **Study Abroad**, Unesco's comprehensive handbook of fellowships and student exchanges throughout the world, describing in detail more than 21,000 fellowships, was published.

REFUGEES Unesco referred to the International Refugee Organization requests, submitted by Member States, concerning 200 specialists and experts in the fields of education, agriculture, medicine and technical work. IRO is now studying how to satisfy the requests. Unesco continues to forward suggestions to IRO about the orientation, adaptation and the material well-being of the specialists after they arrive at their new posts.

Mass Communications

BLIND A Committee for the Blind met at Unesco House to discuss unification of Braille and recommended the creation of a World Braille Council. This organization would co-ordinate all possible future measures and would form national or regional committees to co-operate with the central council. The Committee also formulated proposals for the composition and agenda of the International Congress of Experts on the Unification of Braille to meet in Paris in May.

TECHNICAL FACILITIES Unesco is continuing it's investigation into technical facilities of mass communication in the United States, Great Britain and Eire. Unesco experts have already left to begin similar investigations in countries of Europe, the Middle East, Africa, Asia and Oceania.

CONVENTIONS Fifteen States have already signed an agreement to facilitate the international circulation of visual and auditory material of an educational, scientific and cultural character.

ARID ZONES In collaboration with the London News Chronicle, Unesco has sent the scientific editor of that newspaper, Ritchie Calder on a survey of North Africa and the Middle East, to study problems and resources of the Arid Zones.

MARCH OF TIME On Unesco's recommendation, "March of Time" has made a film highlighting reconstruction work in several European countries, as well as their present needs.

Cultural Activities

MUSIC The first volume of the Unesco Archives of Recorded Music has been published and is dedicated to the works of Frederick Chopin.

The Organization turned over to the Conservatoire National de Paris a gift of $4000 from the International Music Fund, and inaugurated a monthly radio programme presenting the works of young contemporary composers.

ARTS The International Review of the Arts is being prepared, and will soon be published. A second catalogue of colour reproductions, devoted to painting prior to 1860, has now been completed. A second album of reproductions, prepared with the co-operation of the Vatican and devoted to Raphael's frescoes, will soon appear. Negotiations are in course with the Australian Government to publish two albums on Australian aboriginal art.

EXHIBITIONS Travelling exhibitions organized by Unesco are being shown in Australia, Brazil, Ecuador, Haiti, India, Mexico, Norway, Iran, Tunisia, Uruguay and in the British African territories. Many others are being prepared.

LITERATURE Discussions with the PEN Club have led to a plan for co-operation including organization of an international gathering of writers to take place in Edinburgh in August.

MUSEUMS Work is now under way for the reconstruction of museums in Austria and Italy, and also in connection with the popular arts in Latin America. In Turkey, a programme involving Byzantine and Moslem archaeology is being drawn up, and will be submitted to the Turkish Government.

UNESCO COUPONS The system of Unesco book coupons has been extended to educational and scientific films, and to scientific equipment. Italy has joined the Book Coupon Scheme, and its usefulness is steadily becoming greater in all parts of the world.

COPYRIGHT Unesco has concluded its enquiry on bilateral agreements in the field of copyright. The results will be published shortly.

Natural Sciences

SCIENTIFIC EDUCATION In the field of Natural Sciences, Unesco has undertaken the preparation of ten volumes on the teaching of science, especially designed for under-developed countries. It has also completed plans for a scientific museum to be opened by the City of Montevideo in Uruguay.

Unesco also held an important conference on the co-ordination of medical science congresses, and work continues for the foundation of an International Institute of the Arid Zone, and the establishment of an International Computation Centre.

Social Sciences

SOCIAL RESEARCH A committee set up by Unesco to make a study of the origins of Fascism, has completed plans for a forthcoming book on this subject.

At the request of the Government of India, Unesco has appointed a counsellor to direct a study on social tensions in India.

Reconstruction

RELIEF Twenty-four relief projects prepared by Unesco provide principally for the supply of materials on adult education, handicapped children, museums, and the provision of scientific and artistic equipment.

"ORADOUR" In collaboration with Unesco, the French National Commission for Unesco is now examining a project to create a children's village in "Oradour"—the French Lidice—for orphans of deportees and political prisoners who died in captivity.

MIDDLE EAST REFUGEES Donations received by Unesco during the past three months bring to $113,907, the funds provided for educational assistance to child refugees in the Middle East.

GREEK CHILDREN Twenty international organizations have decided to collaborate with Unesco in its programme of educational assistance for Greek child refugees.

WORK CAMPS IN THE LANDES Two projects for voluntary work camps in the fire-regions of the Gironde and the Landes are at present under study with the French National Commission.

Germany and Japan

Unesco's aims and activities are being explained to the German people through special exhibitions and lectures. The creation of a Liaison Committee on Unesco is being considered. The anniversary of the Declaration of Human Rights was celebrated both in Germany and Japan.

DR. W. H. C. LAVES RESIGNS HIS POST AS DEPUTY DIRECTOR-GENERAL OF UNESCO

My dear Director-General :

Dr. Laves

When I accepted in January 1947 my appointment as Deputy Director-General, I specified that my contract should be for not more than two years. At the time of your election as Director-General at the Beirut Conference in 1948, I submitted to you my resignation as Deputy Director-General, effective at your convenience. I did this, not only in order to give you a free hand in planning and selecting your top personnel, but also because I felt that, for family and professional reasons, I should return to the United States after my two years with Unesco. You asked me then, and on subsequent occasions, to continue my work through the 1950 Conference, scheduled to be held in Florence in the spring of 1950. I feel now that, contrary to suggestions that I should remain until the end of the year, you should definitely not count on me after 30 June 1950.

I shall of course continue to serve you and the Organization to the best of my ability until that time, but I hope that you will proceed with finding my successor, so that he may take over when I depart.

In the meantime, if you agree, I believe that this letter, together with any reply you may care to make, should be made public.

Sincerely yours,

Walter H. C. LAVES,
Deputy Director-General.

Dr. Walter H.C. Laves, Deputy Director-General of Unesco since 1947 and top-ranking American member of the staff, will leave the Organization at the end of June, following the close of the Florence Conference, it was announced at last month's meeting of the Unesco Executive Board.

Dr. Laves was a member of the U.S. delegation to the First General Conference of Unesco in 1946, and was appointed Deputy Director-General the following January, serving under the Organization's first Director-General, Dr. Julian Huxley.

During the formative stage of the Organization, Dr. Laves was largely concerned with creating the staff machinery and the means to carry out Unesco's programme. This included the preparation of a programme for recruiting personnel, establishing staff regulations, budget and administrative procedures, and the creation of a system of financial controls. He assisted the Director-General in the development of Unesco's programme, and was charged particularly with ensuring its coordinated execution.

Dr. Laves represented Unesco at various international meetings and undertook a number of important missions on behalf of the Director-General. He handled the top-level negotiations with the military commanders of the three Western zones of Germany which resulted in the development of Unesco's German programme. At Lake Success and Geneva he played a leading role in assuring greater co-ordination in the work of the United Nations and Specialized Agencies.

A social scientist by training, Dr. Laves, who was born in Chicago in 1902, has behind him a career both as educator and administrator.

During the war, he held advisory and executive posts with the U.S. Government-among others with the Co-ordinator of Inter-American Affairs and the Office of Civilian Defence. He served as adviser to the U.S. delegation to the U.N. Conference in San Francisco, the first Assembly of the U.N. in London, the Economic and Social Council, the International Labour Organization and the first General Conference of Unesco.

My dear Dr. Laves,

IT was with very sincere regret that I learned from your letter of the 5th January that you had decided to leave us on the 1st July of this year.

Several times in the past, as you yourself recall, I have urged you to stay in the Organization which you have served so well and which owes so much to your efforts. I should have liked to think that we could continue together the work which we both have so much at heart. But in the light of the personal reasons which you mention in your letter, I realize that I cannot do otherwise than accept your decision, although I do so with very great reluctance.

When you leave, you will have the satisfaction of knowing that you have succeeded in your mission and that you have nursed the Organization through its infancy at a time when it stood most in need of your help.

The organization and discipline which Unesco possesses today and which are essential in an institution as complex and many-sided as this is, are due in large measure to your initiative and it is no exaggeration to say that its whole being has been deeply influenced by your personality. Your devotion and enthusiasm combined with your outstanding qualities of leadership and administration will remain a source of inspiration for all of us.

I myself shall remember you as a colleague for whose counsel and help I have had the highest esteem and regard. I know that you will always be a firm friend of Unesco, and I trust that, in the important duties to which you may be called, I shall be able to count on your co-operation.

I shall of course lay your letter together with this reply before the Executive Council at its next session.

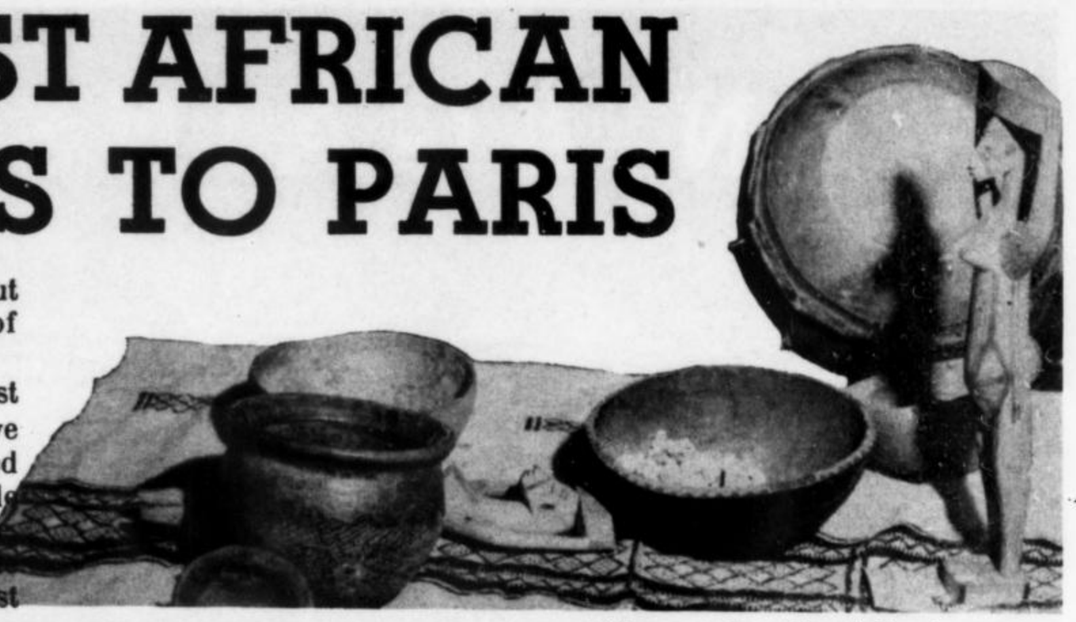
Let me say once again how sorry I shall be to lose you and accept on behalf of myself and the Organization sincere good wishes for your future success.

Yours very sincerely,

JAIME TORRES BODET,
Director-General.

TO GIVE NEW LIFE TO GEOGRAPHY LESSONS

A WEST AFRICAN VILLAGE COMES TO PARIS

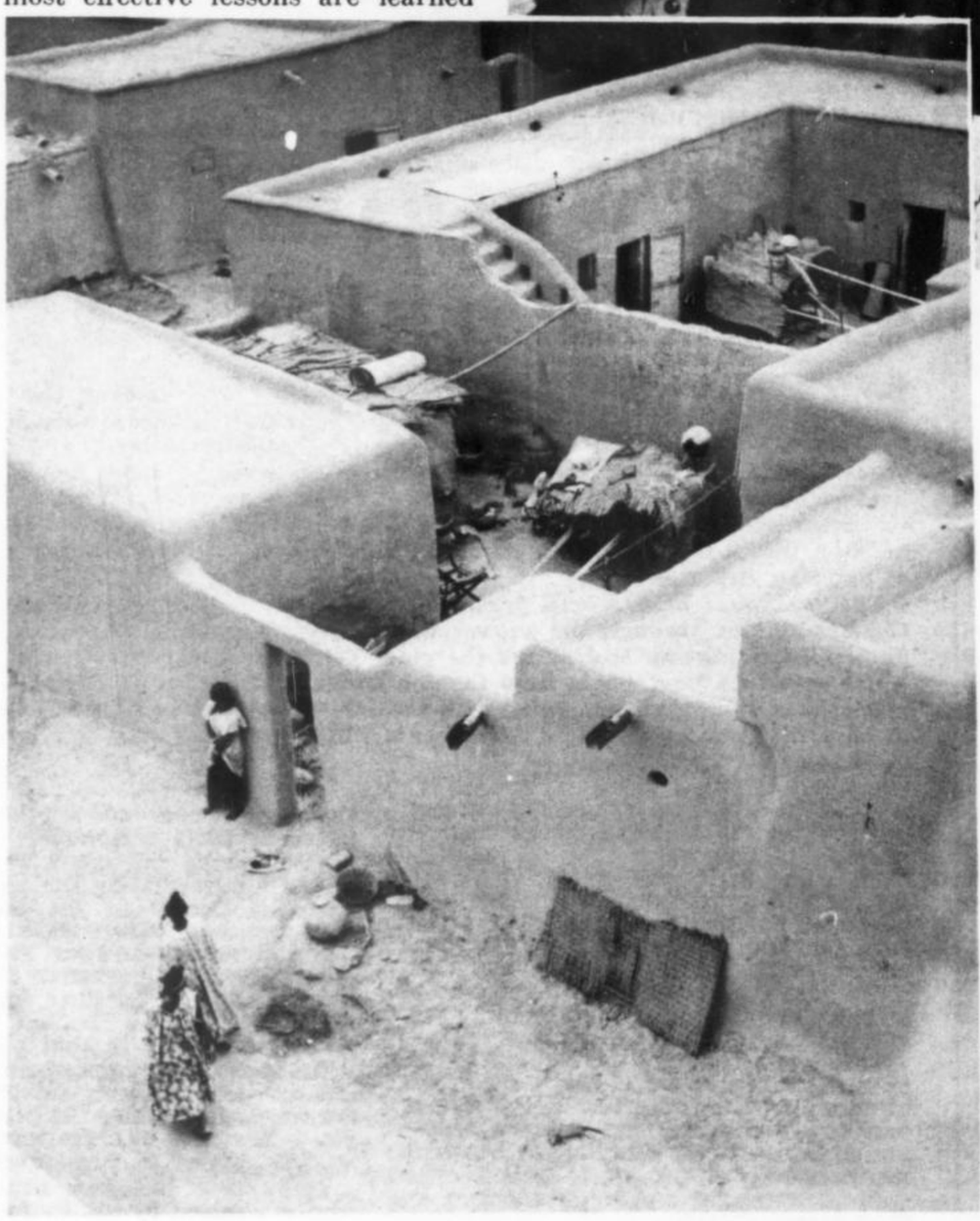


THE best way to learn a country's geography is to live there, but not every schoolboy can afford to take a trip of thousands of miles to supplement his textbooks.

The next best approach, a group of French teachers decided last year, was to bring the country to the pupil. That was the motive behind a three-month expedition to French West Africa sponsored last summer by the French Teaching League (Ligue Française de l'Enseignement), and led by Pierre Fourre, a teacher in a Paris Lycée.

The expedition bore results several weeks ago when the League opened an exhibit depicting life in a native village of French West Africa. More than two thousand school-children visited this corner of Africa transplanted to a display room on the Left Bank of the Seine in Paris.

For these children, and thousands more in other French cities which the exhibit will visit, this is a novel and effective way of learning geography. Even from the photographs brought back by the expedition — a few of which are shown on this page — they can obtain a comprehensive pictorial impression of the way of life, customs and activities of the people. However, the most effective lessons are learned through the three-dimensional exhibits.



JUST LIKE THE REAL THING. French schoolchildren, visiting the Paris exhibit on life in French West Africa (above) **examine an exact model of Nere-Koro, a village on the Niger River. Dr Francis Corde, medical man of the expedition which brought back the exhibit materials, explains that in villages like Nere-Koro or Mopti** (photo on left) **homes are made of "banco" — beaten earth mixed with straw. The family lives in one room, the second generally housing several sheep. In the courtyard there is usually a loom. One end of the cloth being woven is attached to a stone, just outside the courtyard entrance shown in the photo.**

"Air View" of Nere-Koro

REACHING the exhibition, the son of a Paris grocer or of a Boulogne factory worker might well imagine himself arriving by air in French West Africa. There below him is the River Niger and, on one of its banks, the village of Nere-Koro. The village (a reduced scale model in plaster) shows him exactly how a native community lives on the banks of a river which supplies the livelihood for nearly all of the village's working population.

The village itself is dominated by a mosque and dotted by small circular silos where the population stores its precious millet harvest, cultivated during the short rainy season. Its dwellings consist of thirty tiny huts, with minature rafters jutting out of their sides to support their earthen roofs. In the centre lies the communal pond where the population of Nere-Koro obtains its drinking water.

From this bird's eye view of Nere-Koro, young visitors pass next to a corner of the village itself. This is a full-sized replica of the entrance to a native home, reconstructed in plaster. There are no millet fields and the River Niger is missing, but the next best things to liven up a geography lesson are there.

As he picks up one of the agricultural tools at the hut's entrance, a boy begins to appreciate the amount of hard work that goes into the cultivation of a millet crop when only primitive implements are available. Visitors are particularly impressed by the "daba" — a wooden-handled instrument of hammered iron—which serves its users for everything from a pick to a plough. And, as a girl examines the weaving loom used by native women to make cloth for blankets and clothes, she marvels at the skill and patience that goes into the finished product.

Another interesting sidelight on the life of another people is the exhibit's section on tribes still practicing fetishism, where photographs illustrate the tribal method of fortune telling. This consists of tracing symbols and placing twigs in the sand, then sowing the sand with peanuts. The following morning, the seer loooks at the tracks left by animals who ate the nuts during the night, and thus tells the future.

From Dakar To Timbuctu

ALL this material and data was collected by the expedition, partially financed by the French Ministry of Education, on a trip from Dakar to Timbuctu, the door to the Sahara Desert. Its members, who included photographers, film cameramen, a geography specialist and a naturalist, first travelled by train and then transferred to a truck. They made part of their trip in a native canoe constructed of two hollowed-out logs lashed together. While aboard their canoe, they were caught by one of the 31 tornadoes they experienced during the rainy season and forgot about education for a night while they bailed to keep afloat.

The results of this new approach to geography teaching so far have been promising, and the Teaching League now plans to send the same group on another expedition this summer. Their destination will probably be French Equatorial Africa, since this will enable them to report on life in a forest civilization instead of a river society, such as they visited last year.

As in most native communities, weaving has an important place among village handcraft industries of French West Africa. Using primitive looms, natives weave the cloth in bands, nine inches wide. Sewn together, side by side these are made into blankets or clothes.

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FOOD FROM THE SEA. At Yoff, near Dakar, French West Africa, the native fishing boats have just returned from a trip. Fishermens' wives carry their wicker baskets of fish from the boats and empty the catch on the beach, which conveniently serves as fish market.

MEN AGAINST THE DESERT

For many generations, and on every continent, the yellow sand and the grey dust of desert areas spread like an ugly flood across the green grass upon which human life fundamentally subsists. Here and there, and now and then, the desert's advance was stopped, and sometimes pushed back, but, today, the arid and semi-arid zones of the earth cover about one-third of the land surface of the globe.

Today, too, there are more men, women and children than have ever existed before. Now, more than ever, it is true that man cannot live on only two-thirds of the world. He needs it all. He does not accept and he need not accept the thought that his greater numbers mean greater misery. Man demands and has the means to get a better life.

For these reasons, the story of "*The Desert Against Man*" is being rewritten. Now it must be "*Man Against the Desert*". Most of the desert areas of the world were once fertile. Why do they no longer support life? What is needed, in the way of water, fertilizers, farming methods, to reclaim them for human use?

Ritchie Calder, Science Editor of the British News Chronicle, working in collaboration with the Natural Sciences Department of UNESCO, has gone to the classic desert of all deserts, the Sahara, and is going on to other arid regions in the Middle East, for answers to these and other questions.

Mr. Calder is not only undertaking a great and vital task of exploration, but a big and unique reportorial and educational job. It is not enough for a few experts to know what can be done to make the deserts useful, for the men and women of many countries must also know—so that they will agree to support and help carry out the necessary measures. It is not enough for the older generation to know—for they cannot complete the task, and the "*older generations*" have had a mixed record anyway in the wise use of the land. The children must also know, for the biggest part of the job is for them.

Accordingly, Mr. Calder is writing a series of articles for his paper, which will be distributed to newspapers throughout the world by UNESCO. In collaboration with the News Chronicle, the British illustrated weekly Picture Post is preparing text books and film strips for schools. Other publications in several countries will deal with various aspects of the trip. Results of Mr. Calder's studies will be widely used in school courses in England dealing with history, scripture, economics, geography and current affairs.

On these pages, the UNESCO Courier reprints the first three stories by Mr. Calder in his series, "*Men Against the Desert*".

Before leaving Paris for North Africa, Ritchie Calder had an interview with M. Jaime Torres Bodet, Director-General of Unesco who told him : "Your articles, by awakening public imagination to the challenge and possibility of the desert, will render a valuable international service." This photo shows Ritchie Calder (right) discussing this Unesco project with M. Torres Bodet, (centre) and Raymond Kleboe, the Picture Post photographer, accompanying Ritchie Calder.

by RITCHIE CALDER Science Editor of the London News Chronicle.

A NEW SAHARA 'GARRISON' — THE DESERT SCIENTISTS

FORT BENI ABBES — (Lat. 30° N., Long. 0° 2" W.)

THE "Boulevard of the Foreign Legion" plunges suddenly over the Edge of Beyond. And there, on the opposite side of the canyon, is the Saharan fortress of Beni Abbes, on a ridge against mountainous sand dunes.

"Look!" cried Cvijanovich (hereinafter called "George") pointing to what might have been an infant fortress on an adjoining ridge, "that is the laboratory of the Centre of Saharan Research".

This was what he had been promising me all the way—from the Paris café on the Champs-Elysées, through the snows on the Atlas Mountains, through the hailstorm on the High Plateau and across the cold (yes, very cold) desolation of the Sahara which separates Beni Abbes from Colomb Bechar, the capital of Algerian Sahara.

George is a scientist infatuated with the desert, and this was his homecoming. And in that first glimpse of white battlements tinted with the hues of a desert sunset I understood.

It was worth the tribulations of that journey of a thousand miles (or in nomad measurements 40 camel-days) from Algiers. It was worth the bone-jarring jolting over that trail which some humorist has signposted as "The Boulevard of the Foreign Legion"—a road across black misery of sun-enamelled rocks, through ravines where men died in ambush, across sand crusted like a meringue, with a thin layer of sun-fused glass.

This was a trail first beaten out by the pads of camels, then by the weary boots of marching men, and now by the enormous wheels of the trans-Saharan trucks and of military cars like the one in which we travelled.

ILLUSION ENDS

And then to drop into the precipitous valley of Oued Souara, with its fortress and its "Scorpion Oases", at the sunset when the muezzin was calling the Faithful to prayer — "Allah ila la Allah" — and when a camel caravan out of the Great Western Sand Desert was settling down for the night, with brushwood fires, in the square of the oases — that was our recompense.

The young commander of Beni Abbes, Capt. Clarisse, and his beautiful wife were waiting for us at the gate of the fortress which once housed a regiment of men. The Goum sentries passed us through. And there the illusion of military might ended.

The citadel of Beni Abbes houses barely a platoon. In these days, when the slave-raiders from the mountains of Morocco no longer harry the desert oases, Beni Abbes is the civil affairs administration of an area as big as Yugo-Slavia with a population of 20,000 living in near-starvation.

The young captain, who embodies in his person the entire government, glows with Gallic excitement when he talks of his plans. Always it is water, water, water, and the new crops and animals which could be produced if only there was enough water.

In this modern military task he does not need the rifles of the Foreign Legion or the death-or-glory exploits of the White Squadron, the camel corps. He needs his new "garrison", the desert scientists, with their laboratory as their fortress.

They might be called the new "legionnaires". George, for instance, is a stateless Yugo-Slav, with a refugee passport a yard long and the Research Centre was the inspiration of another refugee—Mr Menchikoff, a Russian.

As we came through a grim defile we passed a memorial on the spot where the Research Centre of the Sahara might have perished. There is a memorial to General Clavery and his Foreign Legion escort who were massacred in a Moroccan "rezzou" or raid on their way from Beni Abbes to Colomb Bechar. Menchikoff should have been in that party.

Today he is a professor in Paris and creator and director of the Saharan Centre, which has its resident staff but is also the headquarters for visiting scientists from Algiers and Paris.

There is a biologist, Franklin Pierre, who is assisted by his young wife, a civil servant from Paris, who came to Beni Abbes to be married by "Le Capitaine" and to receive the church benediction from a desert priest who travelled 350 miles for the ceremony.

With Pierre I went off into the sea of sand as vast as the North Sea to inspect his instruments and dig for beetles and insects.

This is not just entomological curiosity. These beetles are insect-camels, which can store water for three months. How they find water and how they live has human significance.

UNDERMINED BY TERMITES

With Philip Guinet, the botanist, I explored the experimental nurseries where desert plants are studied and where the food plants from other parts of the world, which might replace them, are tested.

And I saw the miracle which water can work in desert sand—mandarin oranges as big as grape-fruit, potatoes, cauliflower, asparagus, etc. And I saw the ravages of the inevitable sparrow, which with the jerboah, or desert rat, is the plague of the desert gardener.

I saw, too, the tearless despair of the desert scientist. All the way from Paris George, the geophysicist, had hugged like a bridal bouquet a delicate magnetometer for the magnetic laboratory which for eighteen months he had mined out of the sand and rock, 60 ft. beneath the ridge.

With pride he opened the door to enthrone the instrument which he had been all the way to Paris to fetch.

Tragedy! The termite, the white ant, had done its own mining and undone his work.

GOODBYE TO ANOTHER ILLUSION — THE 'RAINLESS DESERT'

THE WELL OF IGLI (Lat. 30° 40" N. long. 0° 20" W).

Schoolday illusions about the Sahara disappear quickly in the Sahara. Indeed, the only "illusion" which is real is the mirage.

The illusion which I resent most is the "till the sands of the desert grow cold" idea. I have been colder in the Sahara than I was in Greenland.

I have been wearing a windproof coat, a camel-hair undercoat, a tweed suit, a pullover and winter underwear, and at high-noon, as we drove in the command car, my teeth have been chattering.

Believe me, it is winter in the Sahara, with a north-east wind which cuts like a knife. The French officer who is escorting us is wise: he wears an Arab burnous, that all-service garment of the nomad, a heavy, hooded cloak of camel hair which is at once an overcoat, a blanket and a self-contained tent.

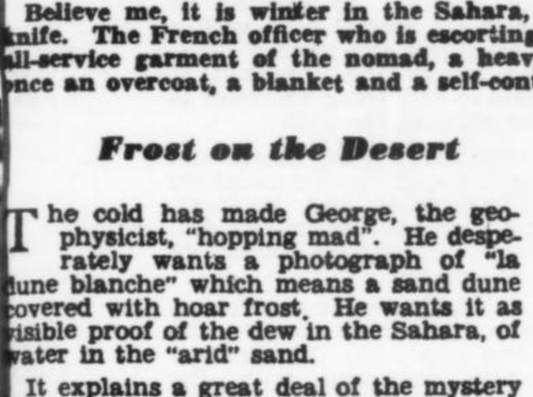
Frost on the Desert

The cold has made George, the geophysicist, "hopping mad". He desperately wants a photograph of "la dune blanche" which means a sand dune covered with hoar frost. He wants it as visible proof of the dew in the Sahara, of water in the "arid" sand.

It explains a great deal of the mystery of the hydrological cycle—water-evaporation-condensation-water-wells—in which the scientists here are convinced that they have a practical answer to the desert problem.

What annoys him is that Sergeant Walter, the keeper of the barrage at Igli, 70 miles north of Beni Abbes, has been seeing "la dune blanche" for a week, for ten minutes at a time.

Sergeant Walter is a classic example of "man against the desert". He is a giant German who at 65 has the poker-back of the legionnaire. In 1913 he quarrelled with his father, left Germany and joined the Foreign Legion—in the violent, ruthless days of Beau Geste, and of men who chose to be forgotten.



ROSSATUM AFRICAE. — Among the first men to fight against the desert were the Romans. In Southern Algeria, on the frontiers of their African possessions they erected fortifications, around which colonies grew up. This aerial photograph shows traces of irrigation works comprising low stone walls which retained flood waters, thus preventing it from being quickly lost and eroding the soil. (Photo taken from « Vue Aérienne de L'Organisation Romaine dans le Sud Algérien »).

All his life was spent in the desert and when he retired he could not leave it.

"Sand Rose" In Crystal

Now he is a solitary white man, keeper of the waters where Oued Cuir joins Oued Saoura. An "oued" is what appears on maps farther east as a "wadhi"—a river which flows intermittently.

At the time of a "crue" or spate it races from the Atlas, a wall of water which may be ten feet high. For a few brief days it courses as a river, spreads itself over the valleys and disappears eventually into the sand wastes to the south.

His job at the barrage is to see that the flood-waters are directed into irrigation canals and basins where it will linger a little longer.

He produced for me a "sand rose" as big as a flower-show cauliflower. George will tell you that this "rose" is another proof of the abundance of Sahara dew, for it is an aggregation of sand-crystals, with "petals" with fine veins, but as hard as quartz. These crystals grow from a combination of dew and sand and sun.

"Rain-Makers" Visit

Our mission may become legendary in the desert—as the visit of the "rain-makers". We brought the first rains to North Africa, the first snows to the Atlas, hail and rain to the High Plateau, and as we journeyed south places which get less than two inches of rain in ten years have had a millimetre or two as our "baksheesh".

At one place, under a cloudless sky, an Arab was frantically making irrigation canals. To our surprised interpreter he said a "crue" was coming. He must have smelt it. Two hours later there piled up the blackest, most sinister, thunderstorm I have ever seen, turning daylight into night.

We caught the flounce of its rain, but it broke over the mountains.

Lightning in the desert does extraordinary things. As the fork strikes the dunes it fuses the sand into glass. I have a hollow glass tube as a souvenir of "lightning-glass". One of George's jobs in this remote outpost is to study electric storms.

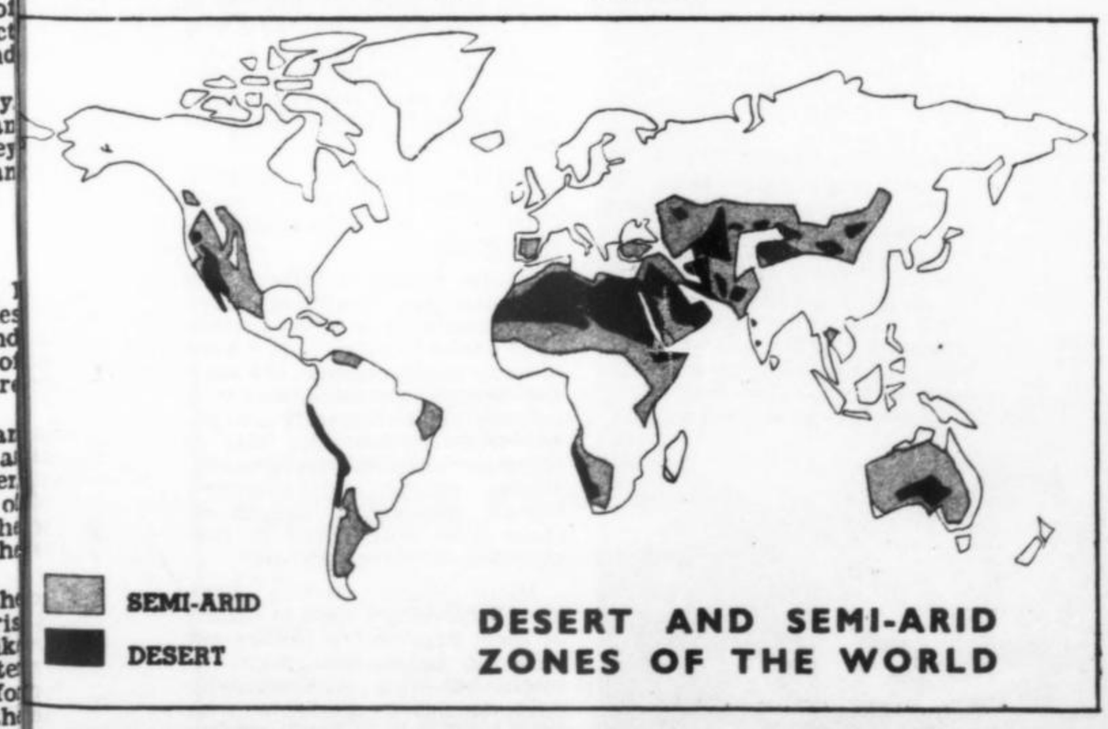
No Slaves To Sacrifice

So, on our transitory experience of this part of the Sahara another illusion—the "rainless desert"— has gone.

The sparse rain itself is no solution, except accumulatively and in the mechanism of desert dew. Rain on the rocky desert evaporates and is gone, but in the vast sand dunes it is not necessarily so. The dunes are like a sponge, which absorbs water two ways (probably), by rain (recondensed as dew and reabsorbed) and by upward seepage from the water-bearing strata.

This "sponge" explains the "foggara", the mine-shafts which one sees in the cliff-faces from which a steady flow of water persists at all seasons. These tunnels go many miles into the earth, draining the water. They are age-old, tunnelled by slaves into the collapsing earth.

Now they are choking up. There are no slaves to be sacrificed and no mechanised equipment.



WASTELANDS OF THE WORLD. — Egypt is about 96 % arid. Of nearly one million square kilometres, only 35.000 are arable. Twenty million people live on this arable land which thus supports 570 inhabitants per square kilometre. In the arid zone there is one inhabitant for every 5 square kilometres. Facts such as these, revealed at the recent meeting of the Committee of Experts on the Arid Zone project of Unesco, illustrate the immensity of the "food and people" problems in the arid and semi-arid regions of the world. One of the recommendations made by the experts aimed at pooling world experience to attack such problems was for the creation of an International Council for Arid Zone Research.

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Five thousand years ago, the Sahara was covered with lakes and forests. These rock carvings of an elephant and giraffe in the valley of Djerat in Southern Algeria show the type of fauna that once existed in the forests which have now become desolate wastelands. Before being photographed these carvings were outlined in chalk. (Photos taken from "Anthropologie" by Boule and Verneau.)

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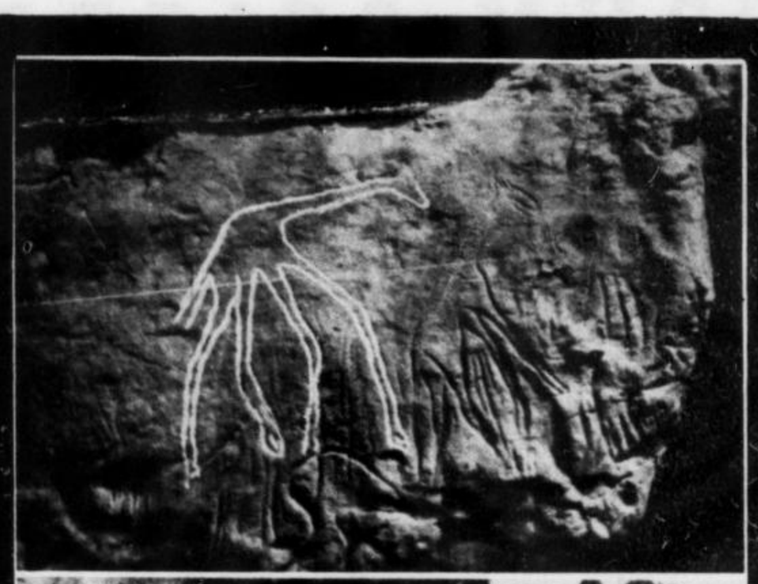


PLOUGHSHARES HAVE REPLACED RIFLES IN THE SAHARA

FORT ABADLA (Latitude 31° N. longitude 0° 50" W)

"In law, we have freed the slaves. In fact, there is too much left of the feudal past", said Col. Quenard, administrator of a territory considerably larger than France itself, when I saw him in Colomb Bechar.

And he explained. Land and water rights in the desert are in the hands of very few people. For them the landless work for their "keep". They are paid in food, such as it is, and shelter.

"Shelter" may be the labyrinth if the "ksar", the enclosed village in which the streets are pitch-dark tunnels, with the sleeping quarters overhead and the stables and byres on the ground floor. Or huts of sunbaked clay, which would melt like chocolate in a downpour.

Money wages are unknown, but except in mutual catastrophe, dependants would never be allowed to starve. But they cannot escape their servitude except by trekking north to even greater squalor in the ports, already overcrowded with migrants from the desert.

"Liberation can come only with the provision of new water supplies and the creation and settlement of new lands", said Col. Quenard, "then we can give a freer and fuller life to the peoples of the Sahara."

On the wall was a great map of the Sahara on which his predecessors previously disposed troops and on which he now pointed out to me the development areas already in progress. On his suggestion, we came to Abadla and visited Taghit en route.

Taghit is a picture-postcard version of the desert. There is a red Legionary fort guarding an oasis in a valley between smoking sand dunes. These mountains with their windswept plumes of sand might pass for volcanoes. Looking down from the fort battlements on the palm-treed oasis, one would say "This is a paradise". And judging from the number of "marabouts" or little temples consecrated to the memory of Moslem saints, the Arabs must find it a particularly holy place.

NEVER SEE BREAD

But the sole diet of the 3000 human beings who live in the five villages "paradise" is dates and water. They never see bread because they have nothing to exchange for flour. The soil is inhospitable. The river bed is encrusted with salt as thick as snow. They are to try a tobacco crop there to barter for flour.

Abadla, 60 miles to the west, is a very different story. The approach to the valley of the Guir is forbidding, through grim defiles and over a wilderness of slatey greyness, a Golgotha of desolation.

Then over a ridge, one is dazzled by glitter of surprising greenness. "Surprising" because in the Sahara, where the tamarisks, the jujubiers, the scrub and the plants are a dusty lavender grey, one forgets what greenery looks like.

This, in the middle of the desert, was a field of wheat and beside it the prosperous market garden of the military post.

We drove for miles across the basin of the Guir, over a surface as hard as concrete. But it was sand-baked silt, inches thick, deposited by the spate of the Guir, scouring the eroded soil of the Moroccan Atlas and leaving it here.

The agricultural engineers of the Society of Rural Amelioration showed how, with tractors, soil-breakers and disc-ploughs, they break up the surface and find rich damp soil underneath. The scheme is to create units of 1000 acres, with a heavy tractor, a light tractor and implements for each unit, on a collective farming basis. The Arabs will have their farms and will hand over a fifth of the produce for supplying other parts of the Sahara.

COTTON NEXT

Over 50.000 acres of this valley, which is 50 miles long and three miles broad, are already scheduled as valuable soil and the total may be as high as 125.000 acres. The "crues" or spates of the Guir will be controlled by a traditional Arab system of successive weirs instead of a great dam. A dam would choke with silt. The shallow basins will collect the silt and become rich acres themselves, with the river being periodically diverted over new weirs.

Colonel Quenard reckons that the grain from the Guir and from a second desert valley can supply not only the entire bread needs of the Sahara, but provide a surplus for export. Apart from grain and other local crops, it is proposed to try cotton growing for the fibre and for animal feed. Flocks and herds are to be increased and improved. And this valley of the nomads will become an area of settled cultivation in the desert.

VANISHED FOREST

Here in this valley I may have found the answer to the childish question I have asked everyone in the desert: "Where did Hasdrubal, the Carthaginian, get his elephants?" Maybe from the Guir, for Suetonius Polinius, in AD 47, reported that there still existed here a great forest abounding with elephants and wild animals.

A thousand years later Sid Tayeb, a powerful marabout and the St. Patrick of Arab legend, when bitten by a snake ordered all the wild animals to leave the region. And the Arabs cut down the forest which he bequeathed to them.

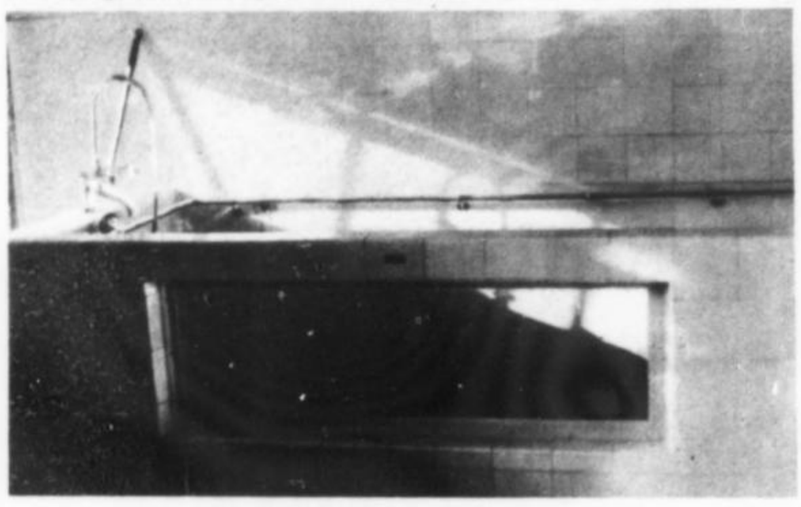
IN A VIENNA KINDERGARTEN HANDICAPPED CHILDREN CAN BE 'THE LUCKY ONES'

A FEW months ago workmen were putting the finishing touches to a group of buildings in the Auer-wellsbach Park at Vienna. The buildings, whose modern functional design made a striking contrast with the ornate splendour of the Palace of Schoenbrunn just across the park, were intended to house a new kindergarten for children aged between 3 and 7 years.

But not all the children who have been attending the "Sonder Kindergarten" in Auer-wellsbach Park since it was completed and opened last September, are the happy, active youngsters normally found in kindergartens.

To this modern centre each day come children who wear a brace on their leg, others who cannot see the sun shining through trees, or who cannot hear the birds singing, and still others whose minds are confused, who may suddenly burst into tears without cause.

For the Sonder Kindergarten is one of the most modern of European institutions both for the education and re-education of young children.



The Sonder Kindergarten in Vienna is one of the most up-to-date children's rehabilitation centres in Europe. For physio-therapy a special bath (shown above) has been installed. Its glass side and interior lighting allow the therapist to observe and direct the exercises which assist disabled children to regain the use of their limbs.

Planned and built by the Social Assistance Department of the City of Vienna, with financial help from the Swiss Red Cross, it possesses an up-to-date centre for study and demonstration. Here educators, psychologists and other specialists can draw on the results of observation and practical research to devise new methods for the re-education of handicapped children.

From the Research Institute a corridor leads to a row of six pavilions, each of which constitutes a specialized unit designed for a selected group of children. One is devoted to the study of normal children; the others specialize in disabled, backward, deaf and dumb, blind and "emotionally disturbed" children.

Normal Children as "Yardstick"

IN each of these pavilions the furnishings are simple though perfectly adapted to the needs of the 16 children and members of the staff. Each unit has a large light airy room, whose high wide windows look out into the park. This room serves in turn as dining room, playroom, school room and, at the time of the afternoon nap, as a bedroom.

Interior "One-way" windows have been installed, made of special glass through which experts can observe without being seen, so that the children are not disturbed, or conscious of being watched.

The inclusion of a group of "normal" children enables the specialists to maintain contact with "normality" in their work and at the same time serves as a "yardstick" of reactions and behaviour against which those of the handicapped children can be measured.

Modern equipment, and the re-education methods employed, have made the institution one of the most interesting achievements of its kind in Europe. In the pavilion for maimed children, for example, the successive stages of physio-therapy can be controlled and observed in various ways.

The handicap of moving the weight of limbs and bodies is partly overcome through teaching children to exercise in water. A special bath with a glass panel and interior lighting allows the therapist to observe and teach exercises to the child in the bath.

The children are taught and cared for in an atmosphere of happiness and kindness, and each pavilion has its own small playground complete with sandpit.

It might seem ironic to describe these children as "the lucky ones", but they are fortunate compared with the many thousands of handicapped children in the world who get no help to overcome their disabilities. Vienna's "Sonder Kindergarten" should be an example and encouragement to educators in other countries to help give all afflicted children the chance of a normal happy life.

A 'RAY OF SUNSHINE' in the Laboratory

FOR the last four years a brave game of improvisation has been played in the laboratories of war-hit schools and universities in Europe and the Far East.

Wicks dipped in alcohol have replaced bunsen burners and with a little ingenuity burned out electric light bulbs have been converted for use as retorts. But there comes a time when this pretence must end; when instructors find it impossible to continue their work for lack of real equipment; when students despair of ever being able to see in practice the experiments they have learned in theory.

Recognising this need, Unesco, as part of its educational reconstruction programme, has during the past few months been making efforts to supply laboratories with equipment they must have for teaching and research.

Just what the arrival of badly needed equipment means to instructors and to the students who, for the first time are able to use modern scientific instruments is expressed in letters which Unesco has recently received.

Work Can Now Go Ahead

ONE of these letters was from Professor O. Kratky, of Graz University in Austria, who wrote :

"I understand from your last letter that the apparatus for which I asked you has been ordered. I can tell you that this news is the first ray of sunshine in the desolation that our experimental research services has experienced since the end of the war. This apparatus will help us greatly in our work, which we shall now be able to organize on a new basis. I feel profondly grateful to Unesco, and I wish to convey my warmest thanks for your efforts."

Another Austrian scientist, Dr. L. Ebert, of the Chemical Laboratory at Vienna University, wrote:

"I am happy to inform you that the two Roentgen tubes made available to us by Unesco have arrived to-day. As I have already told you, our old ones had become unusable, and it is entirely due to Unesco's generosity that we are now able to continue our laboratory work. Please accept our sincere thanks, and kindly inform all those who contributed to this gift how grateful we are".

Many similar letters have been received by Unesco. Some of them express the thanks not only of those who want to teach, but also of those who wish to learn—students who have been able to begin studies that the destruction of laboratory equipment had previously made impossible.

In its reconstruction programme, Unesco is helping to give men and women one of the first essentials of life—a future.

UNESCO REPORTS ON ONE YEAR'S RECONSTRUCTION

"It takes great courage to-day merely to go on living, for you and I are not the only ones who have lost hope : all men to-day are lonely and crushed by despair and no one is able to lend them a helping hand. One of the consequences of the war is that despair and loneliness have taken possession of everyone, and none can look for support to others..."

THIS was how an Italian, Giuseppe Berto, described in a book the post-war sufferings of his country's children and adolescents. But though there are many who still view life as darkly as this, there is evidence in the world that man's solitude is not absolute and that his despair is not necessarily justified. For to counteract loneliness and despair there are men and organizations willing to help.

The existence of Unesco itself is an important proof of this and the practical work it has been able to do for relief and reconstruction has already encouraged efforts by men of goodwill in all parts of the world.

Since its inception, Unesco has been setting an example to other organizations by putting aside from its own limited budget sums of money for its Emergency Aid Fund. Last year it used 175,000 dollars to meet the most urgent needs in educational reconstruction, and this money was distributed as shown in the table below.

				Total
Aid to refugees in the Middle East				15,000
Aid to Spanish students in Mexico				5,000
Country	%	Sum distributed	Cost of Shipment	
China	15	20,925	2,325	23,250
Poland	13	18,135	2,015	20,150
Greece	8	11,160	1,240	12,400
Philippines	8	11,160	1,240	12,400
Czechoslovakia	8	11,160	1,240	12,400
Hungary	8	11,160	1,240	12,400
Italy	7	9,765	1,085	10,850
Austria	7	9,765	1,085	10,850
Iran	7	9,765	1,085	10,850
Netherlands	6	8,370	930	9,300
France	6	8,370	930	9,300
Aid to Greek children				10,850
				175,000

An additional sum of 23,000 dollars was allocated to the refugees in the Middle East from a special supplementary fund.

Two Appeals to World's Conscience

WHEN handing over 10,850 dollars to help the reconstruction of Greek schools, Dr. Carneiro, Unesco's representative, indicated that the act was a symbolic one. Though this money could do little to alleviate the overwhelming needs of Greece, his gesture drew the attention of the world to the appalling conditions endured by 340,000 Greek refugee children driven from their homes by war. A booklet, "A Child Named Marika", published by Unesco and describing these children's existence was part of the campaign Unesco launched with an appeal to all its members at its General Conference last September.

An appeal for refugee children in the Middle East was also made by the Conference. Important practical results have already been achieved by Unesco's work in this area. Of the 200,000 refugee children in the Middle East, 21,000 are now attending 39 schools organized with Unesco's assistance in the Lebanon, Syria, Transjordan and Palestine. But it was not enough to establish schools, find teachers and furnish essential school equipment; the schools had also to be given a chance of survival. Most of them are housed in tents, and some in the open air.

Winters are severe in the Lebanese mountains and, unless funds can be raised to build proper schools, protect and improve existing ones, and generally carry on the work initiated by Unesco, the effort will have been in vain, for the children will be forced to abandon their schools.

To back up its appeal Unesco has just published a pamphlet "Schoolbell In The Wilderness", describing both the initial results achieved and calling for help to meet the enormous needs that still remain.

Where The Money Goes

AS well as providing emergency relief from its own budget, Unesco has distributed money received from private organizations which has gone to help the reconstruction of educational systems in war devastated countries.

£70,000 sent by the Lord Mayor of London's Fund has been distributed to the following countries : Austria (7%), Czechoslovakia (8%), Greece (16%), Hungary (6%), Italy (12%), Poland (16%) and the British Colonies and Malta (25%). Ten per cent of this sum was used in transport and transfer charges, leaving £10,000, of which £1,800 went to British colonies and £8,200 to Middle East refugees.

All this money was spent either in replacing scientific équipment or to buy material such as gramophones, records, maps and books.

In addition £5,500 raised by the New York Reconstruction Fund was used to buy or reconstruct film projection apparatus in Austria, Poland, Greece, Czechoslovakia, Hungary, Italy, the Philippines and Iran. Among other gifts distributed by Unesco was a sum of £610 raised by the Union of South Africa.

Norway raised £10,500, £10,000 of which has already been distributed to Middle East refugees for the organization of their winter schools, and Belgium provided £22,900 which will be sent to Italy, Greece, Finland and Middle East countries for the purchase in replacing scientific equipment

In raising and distributing these funds, Unesco has been greatly helped by TICER (Temporary International Committee for Educational Reconstruction). This organization, which Unesco helped to establish, comprises all the principal private organizations working for educational reconstruction.

International voluntary work camps, where young people of many nationalities work side by side on urgent reconstruction jobs, constitute one of the most effective means of developing international understanding.

In addition to supplying camp libraries, Unesco last year sent representatives to see what was going on in the 39 camps organized in 12 European countries.

How Youth Lends A Hand

FOURTEEN were helping to build houses, schools or children's villages; eleven were preparing sports grounds, youth centres and youth hostels; nine were doing agricultural work; two were repairing roads or dykes; two were carrying out archaeological excavation and one was doing social service work.

One important part of Unesco's Reconstruction work is aimed at helping children's communities — through the raising of funds, public appeals on their behalf, and by organizing such meetings as last October's Conference at Charleroi in collaboration with the International Federation of Children's Communities.

New uses of a key-medium of mass communications show that...

COMIC STRIPS MUST BE TAKEN SERIOUSLY

The comic strip is here to stay. In one country alone, the United States, between 300 and 400 titles are now on sale. Some 60,000,000 copies are sold monthly. Translated into more than 30 of the principal languages of the world, they are now widely read in more than 100 countries.

These were facts given by Dr. Lawrence A. Averill in New York at a recent meeting of the American Association for the Advancement of Science. His conclusion was that old and young were through the comics finding "escape from too deep concern with the deeper problems of the development of inner control and the cultivation of ethical values in an age that desperately needs them".

It is around this question of the social implications of comic strips that controversy has developed. One immediate, emotional reaction has been that comics are unsuitable reading for children. This may certainly be true of many strips. The important thing, however, is to recognize that the comic is a key-medium of mass communication and that it is necessary therefore to increase its social usefulness.

To do this, there has been set up in the USA the first college course on how to create comics that stress education and information rather than murder and sensationalism. The course is conducted by Professor Harvey W. Zorbaugh, Chairman of the New York University Department of Educational Sociology. He declares that the reading of comic books does not necessarily stultify a child's interest in reading the classics or other media, but often stimulates it. Studies have shown that children may learn to read more rapidly from the comics than through other methods.

The students at New York University are divided into teams of three: an artist, script writer and a researcher. They work in collaboration with the school's art, sociology and communications departments. A representative of one of the largest comic book publishers in the USA provides technical information on how to capture the interest of the reader.

Industrial, government and social welfare organizations are extremely interested in the "message-spreading possibilities" of the comics. For example, an automobile-licensing bureau would like to get across the message of safe driving; an agricultural agency wishes to promote 4-H clubs (organizations for the sons and daughters of farmers); and a social welfare organization seeks to develop goodwill activities among racial and religious groups.

The Division for the Popularization of Science (in Unesco's Natural Sciences Department) is making a survey of comic strips that stress education and information rather than melodramatic violence. During this survey, it was found that General Comics, Inc., is issuing a series of comic strips dealing with science. These are "Adventures in Electricity," "Nuclear Physics," and "Jet Propulsion."

Permission has been obtained by Unesco to distribute these. Authority to use them may be obtained gratis on application to Unesco.

The Division wishes to develop this scheme, and would be interested to receive offers of similar material from organizations in other countries thus helping to advance the constructive use of the universally-present comic strip.

WHAT IS "PNEUMONOULTRAMICROSCOPIC-SILICOVOLCANOKONIOSIS" ?

SCIENTISTS OF TO-DAY ARE NOT ONLY "MADE YOUNG", BUT START CONTRIBUTING TO SCIENTIFIC PROGRESS WHILE STILL IN THEIR TEENS.

TAKE THE RECENT WORK OF A 15 YEAR-OLD YOUNGSTER IN THE UNITED STATES, IN CONNECTION WITH NEW THERMO-PLASTIC SUBSTANCES KNOWN AS ORGANIC SILICON POLYMERS. THESE ARE MADE BY A PROCESS IN WHICH SMALL MOLECULES JOIN TOGETHER TO FORM A LARGER MOLECULE, TYPICAL INDUSTRIAL PRODUCTS OF THIS PROCESS BEING SYNTHETIC MATERIALS SUCH AS RUBBER AND NYLON.

THIS YOUTH WAS STRUCK BY THE FACT THAT THE BEST REAGENTS FOR MAKING THESE NEW PRODUCTS ARE DANGEROUS TO USE BECAUSE THEY ARE DISSOLVED IN ETHER, FORMING EXPLOSIVE MIXTURES IN THE AIR. DETERMINED TO FIND SOME LESS VOLATILE LIQUID AS A SUBSTITUTE, HE SET TO WORK AND FINALLY SUCCEEDED. HIS DISCOVERY REPRESENTED AN IMPORTANT CONTRIBUTION TO CHEMISTRY AND TO INDUSTRY.

THIS YOUNG SCIENTIST DESCRIBED HIS EXPERIMENT IN AN ESSAY HE WROTE AS A COMPETITOR IN A SCIENCE TALENT SEARCH IN THE UNITED STATES. HE, AND SOME 16,000 OTHER YOUNG PEOPLE ARE NOW AWAITING THE RESULTS OF THIS SCIENCE APTITUDE EXAMINATION WHICH THE SCIENCE CLUBS OF AMERICA CONDUCT EACH YEAR.

BELOW, WE GIVE A NUMBER OF QUESTIONS SELECTED FROM THE CURRENT SCIENCE APTITUDE TEST. SEE HOW MANY OF THEM YOU CAN ANSWER. YOU WILL FIND THE ANSWERS ON PAGE 10 OF THIS ISSUE.

DIRECTIONS : Four possible answers are given for each question. Put an X beside the number corresponding to the answer which you think is correct.

1. — WHICH OF THE FOLLOWING DISEASES IS MOST LIKELY TO BE SPREAD BY RATS ?

1. Rabies. — 2. Rocky Mountain spotted fever. — 3. Tularemia. — 4. Typhus.

2. — A STROKE OF LIGHTNING WHICH HITS AN AIRPLANE FLYING THROUGH A THUNDERSTORM USUALLY :

1. Does little damage to the plane. — 2. Does major damage but does not wreck the plane. — 3. Puts the radio out of commission. — 4. Wrecks the plane.

3. THE SYMBOL ! AFTER A NUMBER INDICATES THAT IT IS A FACTORIAL. THUS 4 ! EQUALS $4 \times 3 \times 2 \times 1$. WHICH OF THE FOLLOWING EQUALS $\frac{5!}{4!}$?

1. 5 ! — 2. 5 ! - 4 ! — 3. $\frac{5!}{4!}$ — 4. 5 ! × 4 !

4. — THE NUMBER OF NAMED CONSTELLATIONS IS APPROXIMATELY :

1. 60. — 2. 90. — 3. 120 — 4. 150.

5. — AN ADULT PERSON ACCURATELY DESCRIBED AS LEUCOMELANOUS WOULD MOST LIKELY BE FOUND :

1. As a member of the Caucasian race. — 2. In a mental hospital. — 3. In a stupor. — 4. Living in the Antarctic regions.

6. — PNEUMONOULTRAMICROSCOPICSILICOVOLCANOKONIOSIS IS MOST LIKELY TO OCCUR AMONG :

1. Fishermen. — 2. Miners. — 3. Oil drillers. — 4. Silk workers.

7. — THE TERM LOBOTOMY IS MOST LIKELY TO APPEAR IN JOURNALS PUBLISHED BY :

1. Botanists. — 2. Herpetologists. — 3. Penologists. — 4. Psychiatrists.

8. — IN MECHANICS POWER IS THE RATE OF DOING WORK. IF P = POWER, T = TIME, AND W = AMOUNT OF WORK DONE, AND IF P IS CONSTANT, THEN P EQUALS :

1. TW. — 2. $\frac{T}{W}$ — 3. $\frac{W}{T}$ — 4. WT^2

9. — EXPERIMENTAL EVIDENCE HAS SHOWN THAT :

1. All persons are either completely right-handed or completely left-handed.
2. Handedness is associated with eye dominance.
3. Persons vary in their handedness from extremely right-handed to extremely left-handed.
4. Right-handedness is genetically a dominant trait.

10. — DOLORIMETRY IS A NEW WORD REFERRING TO THE MEASUREMENT OF :

1. Fatigue. — 2. Gold deposits. — 3. Lachrymation. — 4. Pain.

11. — DDT, IN PARALYZING AND KILLINGS INSECTS, ACTS PRIMARILY ON THE :

1. Cardio-vascular system. — 2. Digestive system. — 3. Nervous system. — 4. Respiratory system.

12. — WHICH WORD MOST NEARLY MEANS "EXCEEDINGLY VARIABLE, READILY ASSUMING DIFFERENT SHAPES OR FORMS" ?

1. Amoebic. — 2. Amorphous. — 3. Primordial. — 4. Protean.

"IN 100 A.D., HERO OF ALEXANDRIA INVENTED THE FIRST STEAM TURBINE."
IT SPINS BY ITSELF... 'TIS MAGIC!
AYE, THE MAGIC OF MY MIGHTY BRAIN!
"STEAM FORMED IN THE VESSEL BELOW PASSED INTO THE HOLLOW BALL AT TOP. AS IT ESCAPED THROUGH THE NOZZLES IN THE BALL, THE STEAM JET MADE THE BALL SPIN."
SPINNING SPHERE
STEAM
ESCAPING STEAM
STEAM
BOILING WATER
"ACTUALLY, IT WASN'T UNTIL 1620 THAT SOMEONE HAD THE IDEA OF USING JET FOR FORWARD MOTION. REMEMBER SIR ISAAC NEWTON'S THIRD LAW OF MOTION?"
EVERY ACTION PRODUCES A REACTION, WHICH IS EQUAL IN FORCE AND OPPOSITE IN DIRECTION.
"NEWTON PLANNED TO PUT HIS THIRD LAW TO WORK IN A JET-PROPELLED HORSELESS CARRIAGE... BUT THE IDEA NEVER GOT BEYOND THE PLANNING STAGE."
"AND HERE'S A ROUGH IDEA OF WHAT ITS 'INSIDES' LOOKED LIKE..."
STEAM
FIRE

HOW JET PROPULSION DEVELOPED

These drawings are taken from a comic strip illustrating the development of jet propulsion, from the first ideas conceived centuries ago to the construction of modern jet engines which carry men through the air faster than ever before. This is one of a series distributed for the General Electric Company by General Comics Inc.

Since 1947, Unesco's Field Co-operation Offices have been doing a vital job, helping to collect, exchange and spread scientific information in a two-way flow between the regions where they are situated and other parts of the world. Last month, the heads of these offices met for the first time in Paris to exchange experiences and to discuss how their work can best be developed with existing resources, especially in connection with a technical aid programme for under-developed countries. This photo, taken during their meeting, shows (from left to right): Dr. A. Establier (Latin America), Mr. W.J. Ellis (East Asia); Mr. Karl Borch (Middle East); Mr. W.E. Purnell (Head of Unesco's Division of Field Science Co-operation); Dr. S.W. Tromp (Middle East); Dr. G.D. Lu (Asst. Head of the Field Science Division) and Dr. A. Wolsky (South Asia).

UNESCO'S INTERNATIONAL FELLOWSHIPS HANDBOOK REPORTS THAT...

TRAVEL OPPORTUNITIES ARE INCREASING FOR STUDENTS AND WORKERS

EARLY last year a young American hotel employee set off for France to spend six months working in a Paris hotel and thereby improve his knowledge and experience of hotel management. At about the same time a French automobile engineer was embarking at Le Havre, en route for a Cleveland factory where he could study the latest technical methods of American car production.

These two young men were part of the ever-growing "army" of working men and women of many countries who during 1949 took advantage of a chance to learn through foreign travel and study, and who, by the end of the year, numbered about 40,000. Some learned languages and generally widened their cultural horizons, others studied social and labour problems while there were others, like the hotel employee and the engineer, who improved their working skills by experience under new conditions.

This year the number of such journeys will be even greater, thanks to the joint co-operation of Unesco and the International Labour Office (ILO) with trade unions and other organizations in twenty countries. To ensure the maximum result from this co-operation, Unesco and the ILO last month called a meeting in Unesco House of experts on education and cultural exchange programmes for workers.

MUCH of the agenda was based on a panoramic survey of international travel for workers and others presented in Study Abroad, Volume II, a comprehensive handbook published by Unesco as a guide to fellowships, scholarships and related educational opportunities throughout the world. Volume 1, published in 1948, was the first attempt to make a universal compendium of fellowships and grants available for study abroad.

The value of Study Abroad Volume II has been widely recognized in the world's newspapers. Recently, for example, the London "News Chronicle" declared that the publication offered a challenge to political leaders "to pay more than lip service to the gospel of 'one world'." Another London newspaper, "The Times", in an editorial entitled "Wandering Scholars", wrote: "The Grand Tour is, indeed, as dead as the Doge and the stage coach, but à new method of travel, confusing through the number of official and unofficial bodies concerned, and yet full of life and growth has recently developed. The extent is shown in a survey produced by Unesco".

Volume II, a work of 363 fact-packed pages, shows that the freedom to study abroad is greater in 1950 than it has ever been before in the recorded history of human scholarship: seventy-two countries and territories, as well as the United Nations, Unesco and other international organizations, have donated 2171 fellowships to nationals of eighty-eight nations.

MOREOVER Volume II also shows that the cultural exchanges of workers have become an important part of the world's free flow of the kind of knowledge that stimulates understanding and friendship among people.

Eleven countries, according to the Unesco handbook, have made thirty-three international agreements on workers' apprenticeship programmes, and a number of other agreements are being worked out. Eighteen additional countries furnished valuable information on workers exchanges. The agreements already concluded permitted some 9.000 young men and women to travel in 1949 to foreign countries to participate in observation tours, study courses, and trade union activities. In addition, more than 31,000 travelled either on planned educational and cultural tours, or for general touristic purposes.

STUDY Abroad, Volume II devotes thirty large pages to a detailed factual description of the programmes of workers exchanges — either for vocational ends, or for general cultural and educational purposes — already carried out by 18 European countries, the U.S. and Canada, as well as international non-governmental agencies.

But professional industrial and agricultural workers from many other countries were also given opportunities for vocational travel; these included, for example, Australia, the Union of South Africa, Bulgaria and a number of the nations of South and Central America. And in the more general educational field, the area covered was even larger geographically.

Among the workers whose travel was arranged under the intergovernmental agreements were more than 3,000 trainees — young workers and apprentices who went abroad in order to increase their occupational knowledge by taking student-training employment in agricultural, industrial and commercial enterprises. Although all the agreements were bi-lateral, some were part of joint programmes undertaken by groups of countries. This was true of exchanges of agricultural and horticultural workers between England, Wales and various European countries, also of exchanges of agricultural workers between Denmark Finland, Norway and Sweden.

IN addition to agriculture, the occupations which trainees most frequently entered under the exchange programmes, as reported by the ILO, were the hotel industry, engineering, jobs as mechanics and in offices and commercial establishments. Some 30 other types of work which trainees undertook varied from gardening to glass blowing and from cheese making to bookbinding.

Thirteen nations answered enquiries sent out by Unesco on workers' cultural exchange programmes, and the replies provided information about programmes in eight additional countries. Most of the exchanges, according to Study Abroad, Volume II, were arranged by trade unions, workers' educational associations, and other non-governmental organizations. Unlike the trainees' foreign visits which extend from twelve to eighteen months, the educational and cultural journeys were quite short — one to three weeks.

The overriding purpose of Unesco's efforts in the field of international exchanges was summed up recently by a Scottish newspaper, "The Evening Times" of Glasgow, which wrote: "With the tens of thousands of fellowships and other aids to foreign study available there should be more glimmers of understanding between nations".

IT HAPPENED IN MARCH...

MARCH, once the first month of the year, has always had a special significance for poets, chiefly because its twenty-first day, the vernal equinox, marks the beginning of Spring in the northern hemisphere. With Spring comes the re-awakening of the earth and the resumption of ploughing, and this, at the half way point of a century facing gigantic agricultural problems to feed mankind, is of special significance.

March 21 has been proposed as an appropriate date on which to honour the nameless inventors of man's basic food producing instrument, the plough. Unfortunately, we do not even know when or just where they lived. We do know, however, that, four thousand years before Christ, the Sumerians inherited the primitive swing-plough from a civilization of which all trace has been lost. Yet, that same plough, just as Virgil described it in the first Georgic, is still found in some countries to-day.

It was the Greeks and the Gauls who thought of attaching two wheels to the plough, athough, after their time, it remained practically unchanged until the eighteenth century. Then it was transformed by the addition of a mould-board, two steel shares and four wheels. Later it was to become even more complex and, last of all, it was fitted with a motor. In 1800 it took a man 120 hours to plough, harrow, sow and harvest two and a half acres of ground. To-day it takes him 15.

★

Thomas Garrigue MASARYK

MASARYK

THE "Father of Czechoslovakia", born on 7 March 1850, was the son of an emancipated serf. By turn teacher, journalist and member of parliament, on his 60th birthday he told his followers: "I have hardly begun". He had yet to become a conspirator, a diplomat, a strategist, a revolutionary and a statesman. He was still to found a republic and to guide its destiny for 15 years.

Before his death, he watched with distress the rising tide of Fascism, and he at that time wrote: "We must realize that patriotism and international responsibility go hand in hand. Patriotism and internationalism supplement one another".

★

Julius REUTER

Julius REUTER

ON 8 March 1850, this ex-bank-clerk from Göttingen founded the news agency which bears his name. Newspapers were then being read by more and more people; business and politics both demanded news with less and less delay; Reuter's aim was to become the press correspondent and reporter for the whole world. He began by establishing a carrier-pigeon link between France and Germany and went on to organize a service of small steamboats between ships and their harbours. In a short time he was using the telegraph and submarine cables.

★

EULER... CLAUSIUS... EINSTEIN...

EULER

IN March 1750, Leonard Euler of Basle published his Introduction to the Differential Calculus. One hundred years later, March 1850, Rodolph Clausius, a native of Pomerania, worked out the rudiments of a new science Thermodynamics. After 55 more years, in March 1905, Albert Einstein published an article entitled: "Zur Elektrodynamik bewegterkorper" (Electro Dynamics of Moving Bodies) in a Berlin journal. Men had never dreamed that pure science could have such an effect on their lives. Euler, a founder of what was called "pure mathematics", was only investigating analysis. Clausius was only applying analysis to the principles of the conservation and dissipation of energy, to deduce the bases of the kinetic theory of gases. Einstein simply discovered a mathematical equivalence between thermodynamics and mechanics; energy and mass became one and the same thing; and the mass of any particle of matter corresponded to a certain quantity of energy. But Einstein also showed that the quantity was tremendous — that the energy in material is equal to its mass, multiplied by the square of the speed of light. No discovery has ever offered greater hope — or a greater threat to humanity.

★

SUN YAT SEN

AT the time of his death, on 12 March 1925, Sun Yat Sen, who was the first President of the young Republic of China, had become for his countrymen the very pattern of the modern Chinese.

He converted the idea of the right of the governed to call the government to account into a rallying-cry for millions.

Sun Yat Sen himself had written: "I am a coolie and the son of a coolie. I was born in poverty and I am still poor. My heart has always been with the struggling masses".

DR. SUN YAT SEN'S TOMB AT NANKING. — Inset (above, right) is the Chinese leader's signature.

SCIENCE APTITUDE EXAMINATION ANSWERS

(Test on Page 9)

Question	Answer
1	4
2	1
3	3
4	2
5	1
6	2
7	4
8	3
9	3
10	4
11	3
12	4

NEW INTERNATIONAL COUNCIL WILL BRING TOGETHER THE WORLD'S MUSICIANS

"*Music*", wrote John Wilson, a 19th century Scottish writer, "*is the universal language*". Like all arts music should not be restricted by frontiers and like the sciences it requires the co-operation of all peoples. Yet for many years it has lacked the best medium of assuring these two needs — an international organization covering the whole field of musical activities.

It is true that about fifty years ago, musicians founded an international society, but this was broken up by the outbreak of the First World War, and musicians again found themselves as isolated as before.

From that time it seemed impossible, in spite of a general desire, to re-establish a similar organization covering the whole field of music from composition to execution, from the history of music to modern musical education and from the classics to the popular forms.

It was in November 1947 that Unesco undertook to found this much needed organization. Before it was finally set up, however, two years of investigation, negotiation and consultation were required, for if it is to achieve practical results, work on an international level requires long and careful preparation. Finally, last month, the International Music Council, as the organization is called, held its first General Assembly at Unesco House in Paris.

The membership of the Council can be divided into three categories. There are the associations — composers, musicologists, folklorists — grouping musicians in different countries according to their specialities. Then, there are experts, such as Arthur Honegger or Andrzelj Panufnik, chosen in a personal capacity, and lastly, there are national committees.

These committees, which already exist in the United States and Holland, are now being organized in many other countries. In several, the delegates who will organize the groups representing the entire musical life of the country have already been chosen.

CONCENTRATION ON URGENT TASKS

THE International Music Council has also elected an Executive Board whose chairman is M. Roland Manuel, professor at the Paris Conservatoire, and whose Secretary-General is M. Marcel Cuvelier, founder of the Belgian Musical Youth.

What are the aims of this new international institution ? Firstly its members wish to improve co-operation between leading musical organizations and to encourage the foundation of new ones in fields of music where none exist. They will also work to promote and co-ordinate the organization of musical congresses, festivals, competitions and meetings of experts.

But, above all, the Council wants to help the dissemination of musical works, the distribution of musical instruments and the exchange of musicians, individually and in groups ; to improve the moral and material situation of musicians generally and to work for musical culture in all its forms.

Such a programme is obviously a long-term one and requires far more resources than the Music Council at present possesses. The greater part of its budget is provided by Unesco, whose own budget is very limited, and for the rest, the Council relies on an ever-growing number of member organizations. To manage on its present slender resources, the Council must therefore concentrate on the most urgent tasks, and these are listed among its first year's objectives.

NO BRIGHTER LIGHT THAN MUSIC

MANY contemporary musical works and thousands of folklore documents have not yet been recorded. The Council will try to fill this gap by choosing works, having them recorded and getting the records put on the market. Composers write, but often lack the means to make known their compositions. Seeking out compositions worthy of note, the Council will have them copied, and, when possible, arrange for the works to be performed. Where musicologists are unable to obtain the books and documents needed for research the Council will again give assistance. Finally, it will try to improve travel facilities for musicians attending international meetings.

These are the main tasks. But there are others as well, and they all have the same objectives : mutual knowledge and joint effort. At the beginning of the last war, Romain Rolland wrote : " *Let us save all the light that can be saved. There is no brighter light than music* ". The new International Music Council is uniting its efforts to save that light.

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MUSIC FUND GIFT FOR STUDENT COMPOSERS IN PARIS

EIGHT *music students will be able to attend the National Conservatory of Music of Paris for a year as a result of a gift of* 4000 *dollars from the International Music Fund. The Fund has been set up by the American Section of the International Society of Contemporary Music to aid composers and composers' societies in Europe.*

The sum will cover the educational expenses, food and lodging of the students, four of whom come from the French provinces and four from other countries.

When presenting the cheque to the Conservatory last January, Unesco's Director-General M. Torres Bodet said: "In these difficult times, creative workers and artists in particular are encountering many obstacles which Unesco is endeavouring to determine in the hope of helping to reduce them."

Opening night at the Divadlo Hudby. In the concert hall of Prague's Music Theatre, two young actresses who replace the "programme notes", explain the origin of the music as members of the National Ballet prepare to execute folk dances.

Sometimes the Prague Music Theatre uses films to illustrate the motif behind the music that is played. To accompany music by Bach slides may be employed to illustrate the instruments in use during his lifetime or films shown (above) for an evening of jazz music composed by Jaroslav Jezek.

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Beethoven and "Be-Bop" are both welcome in...

MODERN PRAGUE THEATRE FOR RECORDED MUSIC

THE first theatre in the world to be devoted exclusively to the presentation of recorded music and drama has been created in Czechoslovakia.

It is the Divadlo Hudby (Music Theatre) opened last autumn as an experiment in bridging the gap between the formality of the ordinary concert hall or playhouse and the informality of home listening to radio or gramophone. It is also an experiment in combining various cultural forms. Although Divadlo Hudby means Music Theatre, many varieties of music with drama, dance and film have been tried.

To parallel these combinations, the choice of material has been broadly international. The variety of music includes Beethoven, Bach, Rimsky Korsakov and the classics of many nations as well as New Orleans and Dixieland jazz, swing and be-bop, European folk songs and African tribal compositions.

Programmes of Verdi sung by Caruso and Gigli and of Moussourgsky by Chaliapin have alternated with madrigal singers and spirituals from the best recordings of Marian Anderson, Kenneth Spencer and Paul Robeson.

Drama has ranged from Shakespeare's Hamlet as done by Olivier, Gielgud, Cluner, Kachalov and others to Chekhov and Gorky as presented by the Moscow Art Theatre. A regular English-language programme has initiated a multilingual project. The poems of Pablo Neruda and Mayakowsky in English translation were presented along with music and photographic slides. Memorials were held for the Czech poets Julius Fucik and Frantisek Halas.

The experiment has been so successful that each of the Music Theatre's one hundred seats has been filled since the opening day at each of the four or five daily performances.

Morning performances, at which places are free, are for children and students. Afternoon sessions are often for the devotees of Duke Ellington, Cab Calloway and Louis Armstrong. Every week, the evening performances offer at least one classical symphony, an opera, a session of chamber music, a concert of rare recordings, and a Mevro — a variant of the audience participation radio programmes in the United States.

Dr. Seda, the Programme Director, is working out new combinations of cultural forms but in all cases, he says, the other forms will be subordinate to music. This point of view is shared by the three co-directors of Divadlo Hudby because its over-all purpose is to help people love, understand and know music as a universal language.

A Better Chance For YOUNG COMPOSERS

SOME composers meet with recognition — even fame — when they are young. Two centuries ago when Mozart was 13 his first opera was performed. But despite the finish, elegance and restraint of his work, and the noble and royal patronage of his day, he died in poverty. Most musicans have had to fight hard before the public or the critics paid any attention to their efforts. Many received no real recognition until after their death.

Unesco, working together with the French Radio and the International Music Council is now giving young and unknown musical composers of all nations a chance to have their unpublished works performed before critics and other people interested in music.

On 1st February last a series of regular monthly concerts of chamber music and orchestral works by these "unknowns" was started in the Unesco House concert hall.

The first concert included quartets written by five young composers : Hector Tosare of Uruguay, Karol Goeyvaerts of Belgium, Charles Jones of the United States, Narcis Bonet of Spain and Olivier Alain of France.

Similar concerts will be held every month ; programme notes will be presented before each of the works, and from time to time, the composers themselves will discuss their works.

The history of this effort to make new music known goes back two and a half years ago, when the Radiodiffusion Française started what is called in French "Le Banc d'Essai des Jeunes Compositeurs". or "The Trial Club" — a programme devoted to works by young composers.

Then Unesco, in connection with its efforts to stimulate the creative activities of young artists in all cultural fields, offered its co-operation to the Trial Club. As a result the concerts were re-organized on a broader and more professionnal basis.

A committee of experts in touch with all the public or private schools of music throughout the world read the musical works that reach them from all countries. Each year, more than fifty new works have been made public.

Courier
PUBLICATION OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
UNESCO

"IN BERNALDA, the school ALWAYS HAS LIGHT"

On the 22nd of May, delegates from at least 53 nations will meet in one of the world's great cities, Florence, Italy, for the Fifth Session of the UNESCO General Conference. In terms of the number of men and women present, and in terms of the number of countries represented, the Florence Conference is expected to be the greatest in UNESCO's career.

In terms of the urgency of worldwide problems in the illimitable fields of education, science and culture, the Florence Conference will be one of the most important international gatherings in the still-young year of 1950. History books which are not yet written will gauge the courage, brotherhood, wisdom and breadth of vision which the delegates will bring to Florence—measuring them against the magnitude of the human needs they are called upon to answer.

In a sense, the work must be worthy of the city, as Florence takes its place, with London, Paris, Mexico City and Beirut, on the list of UNESCO's conference cities.

Florence was a little town, when it was destroyed for the first time in the 6th century by barbarian invaders. In later centuries, Florence was swept by plagues, fires and repeated invasions, climaxed by the cruel losses in World War II, but it recovered from every brutal blow to become a great and ever greater city—a fit home for poets, painters and philosophers, who set new standards for human achievement.

UNESCO is coming to the city of Dante, Leonardo da Vinci, Raphael, Masaccio, Michelangelo, Boccaccio—who have given courage, inspiration and beauty to generation after generation, in every corner of the world.

The quality that lived in those great men, and in the lesser ones who built, protected and cherished the city of Florence, is still alive, in the towns and cities of the world. Always, that quality of aspiration shows itself best under conditions of the greatest difficulty. To-day, in Italy, after more than 20 years of Fascism, five years of war and only a little more than five years of peace, the determination of the people to win a richer life, materially and spiritually, is newly demonstrated every day. On this page, in the story of the National Union for the Fight Against Illiteracy, there is one such demonstration.

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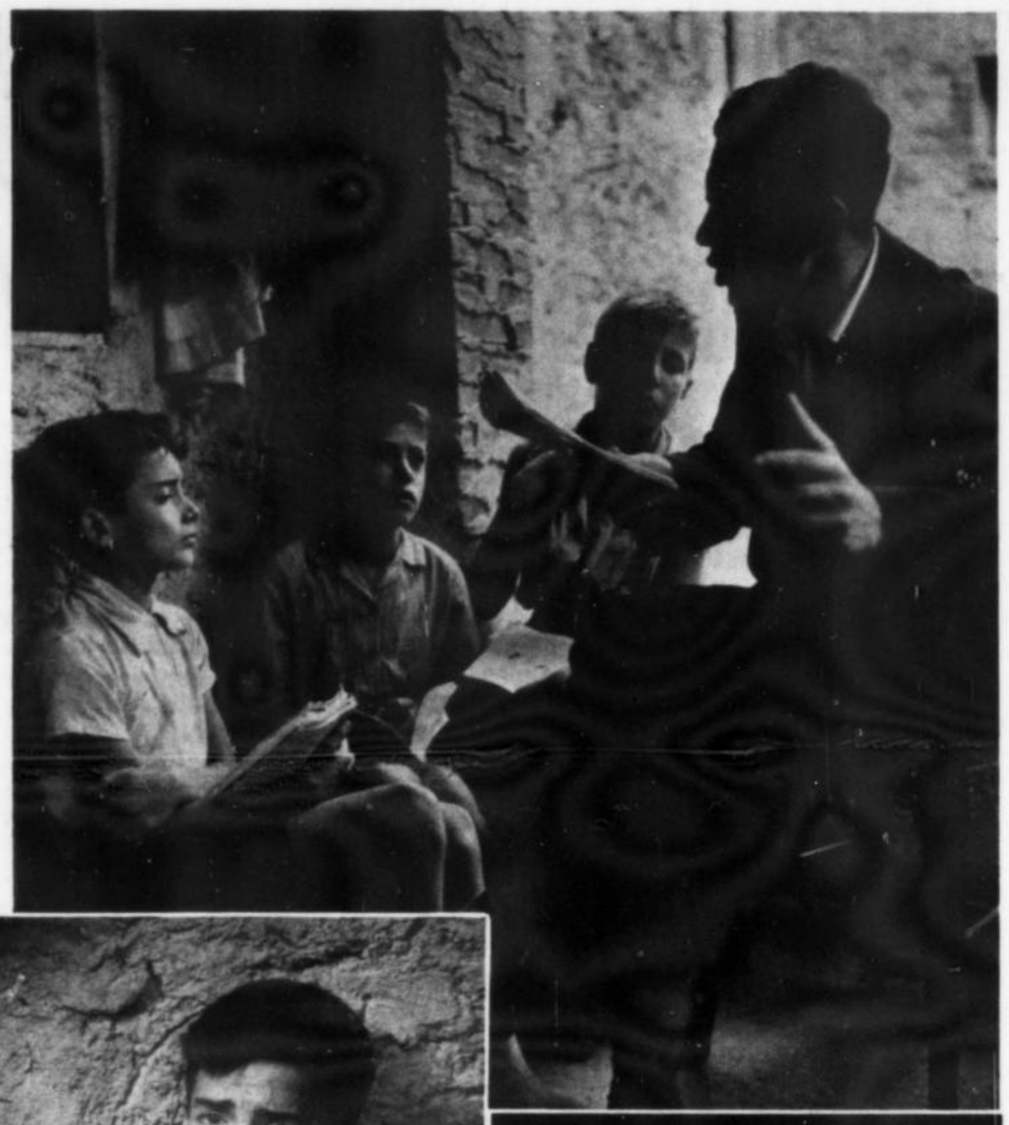

Villages in Southern Italy have become "operational areas" for a "resistance movement" against the tyranny of ignorance. Answering a community need and inspired by a community spirit, its "partisans" are helping their fellow men and women to throw off a bondage men call illiteracy. Leaders in the fight are teachers, many of them young and inexperienced volunteers. This photo shows one, Pepino Aloja, a law student at Naples University, coaching some of the boys in Novi Velia, his native village. Literacy itself is not enough, for more doctors, lawyers and teachers are needed in the world. One day, with Pepino's help, these youngsters may follow him to study at Naples University.

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It is little use winning a battle against present-day adult illiteracy if the next generation is not getting all the schooling it should. Post-war figures (1945-46) of attendance in Italy's elementary schools, showed a serious drop in most provinces, compared with 1940-41. One of the aims of the movement in Southern Italy to-day is to show that education is a weapon in the fight to raise living standards. If it succeeds children like Agnello and Angello (above) should have a better life than their parents.

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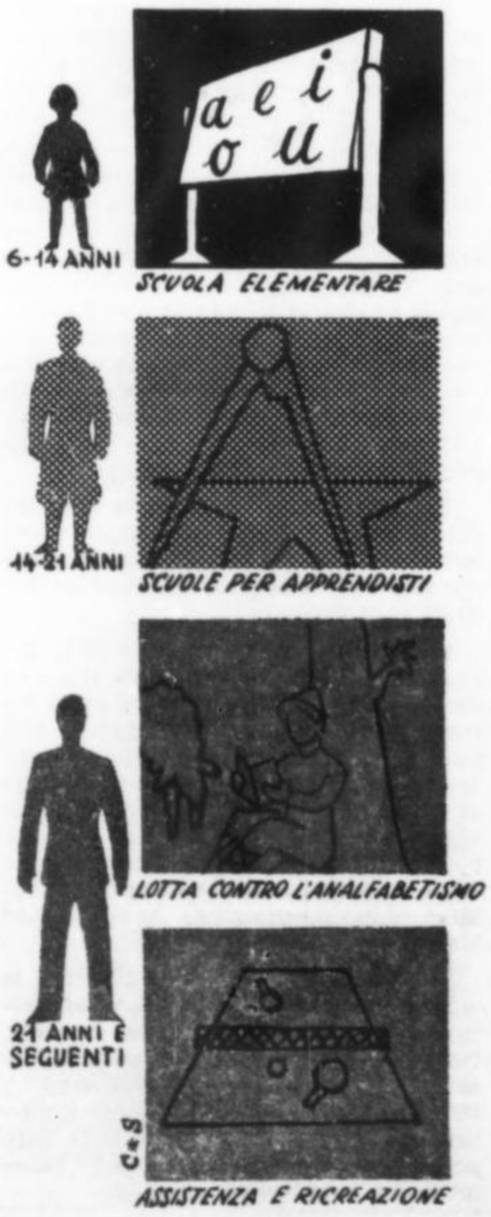
In many Italian villages volunteer teachers like Pepino Aloja, the law student at Novi Velia may be called on to fill a second role—that of legal adviser. Holding "court" (right), Pepino tries to settle a difference over the fulfillment of a contract.

Don't stand in the way when a man recognizes ignorance as his enemy, for ignorance is the most loathesome tyranny of all. It stands for filth, darkness, cold, hunger, sickness, loneliness and fear. It means early death after a miserable life, and the helpless waiting at the bedside of a stricken child. Ignorance is everything that man hates — and its destruction is not to be accomplished by a few pen strokes in the cool twilight of libraries.

In the departments of Calabria and Lucania, in Southern Italy, there has been an uprising of the people against ignorance, stimulated and aided by the National Union for the Fight Against Illiteracy, an organization founded in Rome in December 1947, by a group of seven young people who could afford to give only their free time from regular jobs.

Work began with statistical recognition of the affinity between ignorance and fascism. In all of Italy illiteracy had been reduced steadily during the 50 years before Mussolini's "march on Rome" in 1922. Spot checks in Laurenzana and Picerno showed that fascism had stopped and reversed this trend. Ignorance, as expressed by figures on illiteracy, regained all the ground it had lost since 1910.



The Union's first printed report, received recently by UNESCO said: "The major participation of the people will have the result of a civic conscience. The problem is not one for the schools alone, but one involving the whole community. From the community itself, in a democratic regime, must come that force and initiative to sustain the fight and raise the standard of the people."

A BEAUTIFUL SCHOOL BRINGS FELICITY

Still, this was talk — and perhaps there was a danger it might not get beyond the stage of talk, but...

"It was felt the convention should produce something permanent, and it was decided to build a small rural school at Scalo Nova Siri, near the plains of Metaponto.

"We had said that a beautiful school brings felicity to the town — because, little by little, even the town becomes beautiful — and we remembered the school of Colle di Fuori, built 20 years ago by Giovanni Cena.

"So it was decided to construct the school at Scalo Nova Siri — because this town was very poor and was in real need of a beautiful school."

Detailed and orderly plans were made — for surveys, teacher's training courses, publicity — but it has not been easy to preserve details and order during the ensuing hurricane of popular demand. Posters were put up in the streets of towns in Basilicata asking the people to sign up for literacy courses.

"In the brief space of 15 days", says the report, "schools arose in all of Basilicata. They were so popular that the committees did not have enough time to open classes. They would provide for three; to-morrow they would need five; after two days they would need ten. Soon there were no more teachers available.

"There were tumults outside the schools, as at Muro Lucano, where, the local brigade of the carabinieri had to come running to make peace among the people, or in Tricarico where for several days the people sat waiting outside the schools, quietly, so that the more fortunate ones could listen to the lesson."

Learning and light were found to be identical, in the most immediate sense:

"The community of Bernalda does not have enough central electricity and suffers from a continuous lack of light. It was decided that the town could very well remain dark, but the school should always have light. Accordingly, a special installation was made for the school and the school always has light.

"Now it is the light of the school, high up there in the night, by which the farmers coming in from the fields at night, find their way into the town, all of the rest of which is dark."

TEACHERS LEARNED FROM THE PUPILS

It is not certain whether it is the students or the teachers who have learned more from the courses:

"Many of the teachers were young and inexperienced. Now they were to teach adult men and women.

"So we had to prepare the teachers not only for the courses, but we had to impart to them specific social material about the customs and art and culture of the locality; to arouse interest and admiration for the region in which they would teach, so that they would come to respect the adult students who represented the region."

The Union has specialized in teaching people, not in counting them, but it is estimated that more than 10.000 adults in Basilicata learned to read in the first year of work. At the beginning of the year, there were 185 popular courses in Basilicata, and there was pressure to reduce their number for reasons of economy. After a year's work, there were 291 courses.

It was an afterthought to ask for international assistance, but news of the campaign reached other parts of the world. A contribution of 260 books came from the Don Suisse organization in Switzerland; two crates of miscellaneous school supplies were received from the children of the Masters School of Dobbs Ferry, New York.

Much more is still needed. In the words of the report:

"A pencil, a copy-book, are precious treasures and we, who have gone from town to town, know the requests made by the towns are most modest. Some of the requests are: a light by which to conduct classes at night; a blackboard, glass for the windows, a chair for the teacher."

Courier
UNESCO
EDITORIAL OFFICES:
UNESCO HOUSE
19, Ave. Kléber, PARIS-16
★
Editor: PETER DU BERG
English Language Editor: R. S. FENTON
★
All reproductions authorized
★
Imprimerie GEORGES LANG
11, rue Curial, Paris.
UNESCO Publication 671
Reprinted in U. S. A. by Photo Litho
Manhattan Printing Co., New York